

**Syllabus**  
(As per NEP 2020)  
**BACHELOR OF EDUCATION (B.Ed.)**  
**Two-Year Regular Program**



(w.e.f. Academic Session 2024-2025 onwards)

**Pandit Deendayal Upadhyaya Shekhawati University**

Sikar (Rajasthan) 332024

E-mail: [reg.shekhauni@gmail.com](mailto:reg.shekhauni@gmail.com)

Website: [www.shekhauni.ac.in](http://www.shekhauni.ac.in)

212  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar(Rajasthan)

# SCHEME OF EXAMINATION COURSE OF STUDIES

## BACHELOR OF EDUCATION (B.Ed.)

### Admission Rules for B.Ed. (Two Years Course)

Admission rules for the B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

### Admission Procedure for B.Ed.:

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

### Duration and Working Days

#### Duration:

The B.Ed. programme shall be of duration of Two Academic Years, consisting of 4 semester which must be completed in a Maximum of Three Years from the date of the admission in the programme.

#### Working Days (For Both Years):

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

- Institution shall work for a minimum of thirtysix 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 be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria, will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates will have to seek re-admission from a fresh end.

**Eligibility :** Candidates with at least 50% marks either in Bachelor Degree/or in Master Degree in Science/Social Science/Humanities/Commerce – Bachelor of Engineering of Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent there to, Relaxation in case PH reservation categories will be as perstate government guidelines.

21-  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar(Rajasthan)

## **OBJECTIVES:**

The objectives of this programme is to prepare teachers from Upper Primary to Middle level (Classes VI-VII), Secondary level (Classes IX-X) & Senior Secondary level (Classes XI-XI). Pre –service teacher education programme are to enable the prospective teacher: -

- ❖ To develop professionalism in Teacher Education.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, affective and Psycho-motor domain of the teacher trainees.
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and Self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainee.

## **GENERAL RULES**

- a) Teaching subject means a subject offered by the candidate at his Bachelor's 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 subject as were studied by him only for a part of Bachelor's Degree course.

Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours Graduates, besides the honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

- b) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Public Administration. Economics, Geography, Sociology, Psychology, Education, Music D&P, Home Science, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

A Candidate who has offered Political Science on Public Administration at his Bachelor's or masters' Degree examination shall be deemed eligible to offer Civics as a teaching subject in B.Ed. Examination

**Different categories of courses are as follows:**

### **CORE COURSE**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

- a. Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.
- b. Core Elective or Core allied is a course that supports / strengthens the core compulsory.

## ELECTIVE COURSE

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

Generic Elective Course add generic proficiency to the students and they are for the said discipline of study

Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.

## FOUNDATION COURSE

Compulsory Foundation Course add generic proficiency to the students belonging to all disciplines of study. Elective Foundation Courses are value based and aimed at man making education.

- a. A module means a course having independent entity.
- b. 'Unit' means a course having independent part in a course.
- c. "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.
- d. "Grade Letter" is an index to indicate the performance of student in a particular course. It is arrived at by transformation of actual marks secured by a student in a said course. Grade letters are O,A,B,C,D,E,F.
- e. "Grade Point" is the weightage allotted to each grade letter depending on the range of marks awarded in a course.
- f. "Credit Points" refers to the product of "Number of credit assigned to the course" and the grade point secured for the same course.
- g. "Semester Grade Point Average" (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "Total credit points earned by students in all courses at the semester" and the "Total number of credit assigned to the courses" in the semester.
- h. "Cumulative Grade Point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$CGPA = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

### Credit Framework for Normal under Graduate Level Course

The normal graduation programme have 20 credits per each course and per semester making total credits for whole programme as 80. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

21-  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar(Rajasthan)

Distribution of Credit for semester is asr Follows:				
Semester	I	II	III	IV
Credits	20	20	20	20

#### Credit and Teaching Hours.

1 Credit = 1 hour Teaching

1 Credit = 2 hour of Practical / Fieldwork

4 Credit Course needs four hour Student Teacher contact in a week.

**Units and Course :** A theory course shall have Four units.

#### Credits and Marks

1 Credit = 25 marks

#### Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	36% - 49%	Pass	E
4	Dropped	Below 36%	Fail	F

#### Performance Evaluation

(Calculation)  $SGPA = ECG/EC$

for a Semester

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course  $CGPA = ECG/EC$  for all semester taken together.

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/ Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

22  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar(Rajasthan)

## SCHEME OF EXAMINATION

Hindi/English shall be medium of instruction of examination.

Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.

Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).

CIA will include the following components:

Class Tests	15 marks
Assignments	15 marks
<b>Total</b>	<b>30 marks</b>

For UG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

### Question Papers

1. Each question paper of 70 marks will have 3 Sections. Section- A will contain 10 objective type questions, candidate will be required to attempt all questions each carrying 01 mark. There will be two question from each unit and the remaining two questions will be from any two of the four units. Section -B will contain short answer type 08 questions, out of wick the candidate will be required to attempt any 05 questions each carrying 06 marks and the answer word limit for each question will be 200 words. Section-B will have two question from each unit. Section -C will contain Eassay type two questions with an internal choice for each question. Eassay type questions will carry 15 marks each and answer word limit for each question will be 500 words. This section will have one question from each unit.
2. EPC-III, question paper of 50 Marks will be of objective type., containing 100 questions each carrying 0.5 Mark

### ORGANIZATION EVALUATION OF PRACTICE TEACHING

1. Every Candidate will teach at least 40 Lesson (20 in Semester -II and 20 in Semester IV) During intership in school, at least 10 lessons in each subject should be supervised by the school subject teacher.
2. 40 (20+20) Lessons as desired in syllabus should be completed as full period class room lesson. Micro Teaching Lesson to be used in addition to those 40 lessons for developing certain teaching skills.

3. The internal assessment in practice of teaching will be finalized by the Principal with help of Members of the teaching staff and the same will be Communicated to the university before the commencement of the practical semester II & IV
4. At B.Ed. Semester-II & IV each candidate should be Prepared to teach one lesson at final practice examination.

The practical work (internship Records, Sessional Dairies, and mid-term answer sheets) shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice Teaching), those are expected to submit a report regarding this separately.

#### **Evaluation**

**Final Lesson-The board of examination will consist of:**

- a) The Principal of the college concerned
- b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to PDSU, Sikar
- c) An external examiner from outside the PDSU, Sikar or a senior member of the teaching staff of an affiliated training college.
- d) The board as far as possible will represent social science, Language and science.

#### **EPC Evaluation Panel:**

Theory/Practical and viva-voce Examination Panel will be:

- a. Principal of the college.
- b. Internal Subject Expert/Teacher

#### **SCHOOL INTERNSHIP**

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of four and sixteen week, in two time slots. Initially, they will be attached to particular school for four weeks as 'school attachment'.

A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

#### **Main Objectives**

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

- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete learning situations, managing classroom learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

21 -  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar (Rajasthan)



**BACHELOR OF EDUCATION (B.ED.)**  
**(SEMESTER- I)**  
**DISTRIBUTION OF PAPERS, MARKS AND CREDITS**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Mini. Pass Mark		Total
						Internal Assessment	External Assessment	
24BED- 101T	Childhood and Growing up	CC	4	30	70	12	28	100
24BED- 102T	Contemporary India and Education	CC	4	30	70	12	28	100
24BED- 103T	Learning and Teaching	CC	4	30	70	12	28	100
24BED- 104T	Language Across the Curriculum	CC	4	30	70	12	28	100
24BED- 105T	Reading and reflecting on texts (EPC) (Internal)	CC	2	15	35 (Practical & Viva Voce.)	25	--	50
24BED- 106P	Practical Work	CC	2	50	--	25	--	50
		Total	20					500

**Enhancing Professional Capacity (EPC)**

\* EPC Course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-I exam.

(SEMESTER -II)

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Mini. Pass Mark		Total
						Internal Assessment	External Assessment	
24BED- 201T	Knowledge and Curriculum - A	Any One CC	4	30	70	12	28	100
24BED- 202T	Knowledge and Curriculum -B							
24BED- 203T	Understanding Disciplines and Subject	CC	4	30	70	12	28	100
24BED- 204T	Hindi	Pedagogy of School subject (Any One)  CE	4	30	70	12	28	100
24BED- 205T	English							
24BED- 206T	Sanskrit							
24BED- 207T	Urdu							
24BED- 208T	History							
24BED- 209T	Civics							
24BED- 210T	Social Studies							
24BED- 211T	Economics							
24BED- 212T	Geography							
24BED- 213T	Home Science							
24BED- 214T	Chemistry							
24BED- 215T	Physics							
24BED- 216T	Mathematics							
24BED- 217T	Genral Science							
24BED- 218T	Biology							
24BED- 219T	Commerce Practice							
24BED- 220T	Book Keeping							
24BED- 221T	Drawing and Painting							
24BED- 222T	Music							

24BED223P	Open AIR/SUPW CAMP	CC	2	50		25		50
24BED- 224I	School Internship (4Weeks)	CC	2	50		25		50
24BED- 225P	External Assessment (One Final Lesson) University Exam	CC	4	--	100	--	50	100
			20					500

**(SEMESTER- III)**

Course Code	Course Title	Course Category	Credit	C.I.A	Theory	Mini. Pass Mark		Total
						Internal Assessment	External Assessment	
24BED- 301T	Gender, School and Society	CC	4	30	70	12	28	100
24BED- 302T	Assesment for Learning	CC	4	30	70	12	28	100
24BED- 303T	Creatin g an Inklusiv e school	CC	4	30	70	12	28	100
24BED- 304T	Drama and Arts in Educa tion (EPC)	CC	2	15	35 (Practical & Viva Voce.)	25	--	50
24BED- 305T	Critical understand ing of ICT (EPC-III)	FC	4	50	50	25	18	100
24BED- 306P	Practical Work	CC	2	50		25		50
		Total	20					500
<b>Enhancing Professional Capacity (EPC)</b> * EPC Course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-III exam.								

## (SEMESTER -IV)

Course Code	Course Title	Course Category	Credit	C. I. A.	Theory	Mini. Pass Mark		Total
						Internal Assessment	External Assessment	
24BED-401T	Hindi	Pedagogy of School subject (Any One)  CE	4	30	70	12	28	100
24BED-402T	English							
24BED-403T	Sanskrit							
24BED-404T	Urdu							
24BED-405T	History							
24BED-406T	Civics							
24BED-407T	Social Studies							
24BED-408T	Economics							
24BED-409T	Geography							
24BED-410T	Home Science							
24BED-411T	Chemistry							
24BED-412T	Physics							
24BED-413T	Mathematics							
24BED-414T	Genral Science							
24BED-415T	Biology							
24BED-416T	Commerce Practice							
24BED-417	Book Keeping							
24BED-418T	Drawing and Painting							
24BED-419T	Music							
24BED-420T	Understanding the Self (EPC)	CC	2	15	35 (Practical & Viva Voce.)	25	--	50
24BED-421T	Teacher Education	Optional Special Course (Any one) CE	4	30	70	12	28	100
24BED-422T	Physical Education & yoga							
24BED-423T	Guidance and Counseling							
24BED-424T	Value Education							
24BED-425T	Environmental Education							
24BED-426I	School Internship (16 Weeks)	CC	4	100	--	50	--	100
24BED-427P	Practical Work	CC	2	50		25		50

24BED-428P	External Assessment (One Final Lesson) University Exam	CC	4	--	100		50	100
		Total	20					500

**Enhancing Professional Capacity (EPC)**

\* EPC Course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-IV exam.

EPC- Enhancing Professional Capacities

CIA-Continuous Internal Assessment

CC- Core Compulsory

CE - Core Elective

FC- Foundation Course

  
**Dy. Registrar**  
**Pandit Deendayal Upadhyaya**  
**Shekhawati University,**  
**Sikar(Rajasthan)**

## SEMESTER - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-101T	Childhood and Growing Up	CC	4	30	70	100

### OBJECTIVES:

- Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- To aware the trainees about concept and developmental dimensions of childhood. Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- To aware about the process of human developmen
- To build sensitivity towards childrens needs and capabilities within their socio- cultural context

### COURSE CONTENTS:

#### UNIT-I EDUCATIONAL PSYCHOLOGY AND DEVELOPMENT

Educational Psychology: Concept, Methods & Applications

Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations Indian Psychology:

Concept and its implication

Growth & Development

Cognitive development: - Piaget & Bruner

#### UNIT-II CHILDHOOD AND ITS DEVELOPMENT

Its concept & characteristics

Physical, Mental, Emotional, Social & Moral Development Dimensions to fostering Imagination, Memory & Creativity Activities for Personality Development

Language Development

#### UNIT-III ADOLESCENCE AND ITS DEVELOPMENT

Its Meaning & Characteristics

Physical, Emotional, Social, Spiritual & Moral Development Fostering Thinking, Reasoning & Problem-solving abilities Activities for Personality Development

Related Problems & Remedies

Guidance & Counselling services in schools

#### UNIT-IV LEARNER :

Psychological Dimensions & New Trend

Personality : Concept, Types & Measurement

Intelligence & Multiple Intelligence : Meaning, Theories & Measuremen Creativity : Meaning, Development & Measurement

Adjustment : Concept, Process & Mechanism Mental Health : Concept,

Components & Scope

#### Assignment & Practical Works: (Any Two)

Prepare a short term project to enhance Imagination, Creativity and Memory for school level students

Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence  
 One Assignment Workrelated to topics in above unit  
 Organize various Guidance and Counseling campaign for secondary level students Administer,  
 Score and interpret a standardized psychological test related to  
 personality/Intelligence/ Creativity/ Mental Health/Adjustment  
 Prepare a Survey report related to various psychological dimension, problems and related  
 remedies for school students

### Learning Outcomes:

After completion of this course students would able to:

- Utilize the knowledge of Educational Psychology for school education. Apply the concept of Growth & Development in teaching field.
- Plan various activities to fostering imagination, creativity & interests at school level.
- Know about various aspects related to Cognitive, Emotional & Social development of learner.
- Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

### REFERENCES:

1. cket Chris (2004), Human Growth & Development, Sage Publication
2. Das, J. P. (1998), The Working Mind: An Introduction to Psychology, Sage Publication.
3. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory: Theory and Practice, Washington, DC: Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York: Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
10. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चरत शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
11. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
12. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
13. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
14. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
15. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली
16. श्रीवास्तव, डी.एन. व वर्मा प्रीति संशोधित संस्करण (2014), बाल मनोविज्ञान : बाल विकास, श्री विनोद
17. समणी ऋजु प्रज्ञा, नवीन संस्करण (2011), व्यक्तित्व विकास और योग, जैन विश्व भारती विश्वविद्यालय, लाडनू-341306(राजस्थान)
18. अस्थाना, मधु एवं वर्षा, किरन बाला (2012) व्यक्तित्व मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी.
19. वर्मा, एल.एन. (2013), प्रायोगात्मक शिक्षा मनोविज्ञान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

## SEMESTER I

20.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-102T	Contemporary India and Education	CC	4	30	70	100

### **OBJECTIVES:**

- To know the concept and nature of Education.
- To know the social mobility and social skill.
- To understand the various committee and commission. +
- To educate about the recent policies of Education.

### **COURSE CONTENTS**

#### **UNIT-I CONCEPT AND NATURE OF EDUCATION**

Education : Concept, Nature, Objectives and Functions  
Role and problems of education in nation building  
Current educational provisions of education in India (One year)  
Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

#### **UNIT-II SOCIAL ASPECTS OF EDUCATION**

Sociology in education : Concept, Functions and Contribution  
Social change : Meaning, Definition, Factors and Effects of Education  
Social mobility Education and culture  
Role of education in development of social skills.

#### **UNIT-III PROGRESSIVE DEVELOPMENT OF EDUCATION IN TERMS OF COMMISSIONS AND COMMITTEES**

Characteristics of ancient, medieval and british period of education. Radhakrishna Commission of Education (1948)  
Mudaliyer Commission of Education (1952)  
Kothari Commission of Education(1964)  
National education policy (1968 and 1986)  
Revised national education policy (1992)

#### **UNIT : IV PROGRAMMES FOR EDUCATION**

Issues and problems in prevailing education system at National and State level Right to Education Act 2009  
Sarva Shiksha Abhiyan and Mid day Meal Programme Rashtriya  
Madhyamik Shiksha Abhiyan  
Education as related to social equity and equality of educational opportunities

#### **Assignment & Practical Works: (Any Two)**

- Write the educational contribution of Any one Indian Thinker.
- Prepare a Assignment Work on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.



Concept of education in Emerging Indian Society as relevant to school children's  
Development of moral attitude through self management

### **Learning Outcomes:**

#### **After completion of this course students would able to:**

- Know social aspects of education and develop educational perspective.
- Solve prevailing problems of education in India.
- Understand the purpose, function and Role of education in nation building.
- Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- Understand the concept, principle of sustainable development and core concept of educational thinkers.
- Know social equity and equality of educational opportunities.

### **REFERENCES :**

1. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective, New York : John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड, नई दिल्ली
7. पाण्डेय, रामशकल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी.डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशकल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ.पी. गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई.एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

## SEMESTER-I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED- 103T	Learning and Teaching	CC	4	30	70	100

### **OBJECTIVES:**

- To acquire the basic knowledge of learning and Teaching.
- To understand the implications of education.
- To develop various methods of teaching.
- To understand the various application of education.

### **Course Contents:**

#### **Unit –I: basics of learning**

Learning : Concept, Nature and Characteristic  
Factors Affecting Learning  
Laws and Types of Learning Cognitive Learning- Peaget, Bruner  
Transfer of Learning

#### **Unit-II : Theories of Learning and their Educational Implications.**

Trial and Error theory  
Classical conditioning theory  
Operant conditioning theory  
Insight theory of Learning  
Social Learning theory (Bandura)

#### **Unit-III Concept variables and models of Teaching**

Teaching : concept, Nature and characteristics  
Variables of Teaching and their functions  
Factors Affecting Teaching and Teaching process  
Relationship between teaching and Learning  
Teaching model- concept, functions, sources and elements

#### **Unit-IV Theories and Application of Teaching**

Levels of Teaching - memory, understanding and Reflective  
Teaching theories-concept, need, types and utility  
Analyzing Teaching in Diverse classrooms  
Teaching as a complex activity  
Teaching as a profession

### **Assignment & Practical Works: (Any Two)**

One Assignment Work on any topic related with above Unit.  
One Practical Work on any topic related with above Unit.

### **Learning Outcomes:**

Acquire knowledge and understanding of learning and Teaching.  
Understand the theories of learning.

Develop the skill of active engagement of students in teaching learning activity.  
 Investigate differences and connections between learning in school and learning outside school.  
 Inculcate the knowledge of teaching and its process.  
 Understand learners, learning process and school.

## REFERENCES:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. Beckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
8. Khanna, S.D. and etal. (1984), Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi.
9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.
11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
13. Rai and Rai, Effective Communication, Himalaya Pub., Delhi 2001.
14. Rajaraman, V, Computer programming in pascal, Prentice Hall of India, New Delhi.
15. Rajaraman, V; Computer programming in Fortran, Prentice Hall of India, New Delhi.
16. Rao, Usha, Educational Technology, Himalaya Pub. House, Bombay, 1994.
17. Sarafino Edward P., (1994), Health Psychology, Biopsychosocial Interactions
18. Saraswathi, T. (2003) –Cross-cultural Perspective in Human Development, Sage Publication
19. गुप्ता, एस.पी. गुप्ता अलका, (2007) उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र, विनोद पुस्तक मंदिर, आगरा

## SEMESER - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-104T	Language Across the curriculum	CC	4	30	70	100

### OBJECTIVES:

- To understand the various mode of language like reading, wirting, speaking and listining.
- To develop the skill of oral and written language.
- To acquainte with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies To develop the vocabulary and language proficiency and related remedies.

### Course Contents:

#### Unit -I Language acquisition and development

Language : Concept, Meaning and Nature  
Language usages : Written, Oral, Role Playing with Communication  
Language Policy : First (Mother tongue) Second (Foreign language)  
Third (Religious or classical language)  
Language development : From childhood to Adult stages

#### Unit -II Language Skills

Reading : Silent reading vs Rapid reading, News Paper, Journal, Books  
Narrative Text vs. Expository text  
LSRW (Listening, Speaking, Reading, Writing)  
Note making and creative writing (Essay, Application, Letter, Paragraph)

#### Unit -III Language & Classroom Interaction

Expression : Public Speech, Lecture,  
Debating Multilingualism in classroom  
Summarizing and Reflection  
Errors and Correction of Language in class

#### Unit-IV Vocabulary Building and Language Problems & its Remedies

New Structure and building of vocabulary  
Learning new vocabulary and Diagnostic  
Language Errors Language Phonemes & Identification of Sound Errors  
Remedial Programme for Language Development

#### Assignment & Practical Works: (Any Two)

Write Any one Assignment Work  
Identify speech defect in classroom  
teaching Prepare a Report on Creative  
Writing  
Prepare a C.D. on communication (30 minutes)  
Any other assignment suggested by the subject teacher

## **Learning Outcomes:**

### **After completion of this course students would able to:**

Understand the nature and use of language.

Develop the idea of Multilingualism in class room teaching.

Create the sense of language and its flavor.

Inculcate language skills among trainees.

Evaluate skills creative writing and expression.

Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc. Develop ornamental use of vocabulary in different curriculum

## **References:**

1. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

## SEMESER - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-105T	Reading & Reflecting on Texts (EPC)	CC	2	15	35 (Practical & Viva-Voce.)	50

### OBJECTIVES:

- To develop basic Communication Skills.
- To promote Creative Writing among students.
- To acquire the knowledge of art of Speaking

### Course Contents:

#### Unit- I Reading Comprehension

- Explain with stage of any self expression of any one guest.
- Enlist errors in reading among school students.
- Review of any one books with reading.
- Write the educational essence of any five stories and morale thought with reading.

#### Unit- II Writing composition & Action Plan

- Recite 10 poem / verse/ stanza and write it. Prepare an action plan and organize accordingly. Proof reading.
- Prepare list of innovative vocabulary for speaking. (50 words).

### Learning Outcomes:

After completion of this course students would able to:

- Understand Communication Skills. Promote Creative Writing among students
- Explain the art of speaking

### Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units. Demonstrate different type of speaking.
- o identify the causes of ineffective speech and remedies for it.

### References:

1. Aram, John (2004), 'Concepts of Interdisciplinary: Configurations of Knowledge and Action', Human Relations 57(4), 379-412.
2. Bryantala, L. H. and Niewolnyb, K., Clarke, S. and Watson, C. Edward. (2014). *Complicated Spaces: Negotiating Collaborative Teaching and Interdisciplinarity in Higher Education*. The Journal of Effective Teaching, 14(2), 83-101. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060430.pdf>
3. *Defining Interdisciplinary Studies*. (n.d.). Retrieved March 25, 2021 from [https://www.sagepub.com/sites/default/files/upm-binaries/43242\\_1.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/43242_1.pdf)
4. Dey, N. (2021 Jan. 29<sup>th</sup>). Understanding Discipline and Subjects. Retrieved from [https://onlinecourses.swayam2.ac.in/nou21\\_ed05/preview](https://onlinecourses.swayam2.ac.in/nou21_ed05/preview)
5. Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.

6. Friedow, A. J., Blankenship, E. E., Green, J. L. and Stroup, W.W. (2012). Learning Interdisciplinary Pedagogies: Critical Approaches to Teaching Literature, Language, Composition, and Culture, 12(3), 405–424. Retrieved from <https://core.ac.uk/download/pdf/188106944.pdf>
7. Golding, G. (2009). *Integrating the Disciplines: Successful Interdisciplinary Subjects*. University of Melbourne. Retrieved March 25,2021 from [https://gened.psu.edu/sites/default/files/docs/LOA%20-%20InterdisciplinaryCourse\\_HowToGuide-Gooding.pdf](https://gened.psu.edu/sites/default/files/docs/LOA%20-%20InterdisciplinaryCourse_HowToGuide-Gooding.pdf)
8. Gandhi, N. (2016). *An Approach to Academic Discipline and subjects*. Indian Journal of Applied Research, pp. 576-578. Retrieved from [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/recent\\_issues\\_pdf/2016/June/June\\_2016\\_1464791567\\_183.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/recent_issues_pdf/2016/June/June_2016_1464791567_183.pdf)
9. Jha, A. K. & Dey, N. (2016). BES-125 Understanding Discipline and Subjects. Retrieved from <http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>

**B.ED. SEMESTER - I  
PRACTICAL WORK**

24BE D- 106P	Practical Work	CC	2	50	00	25	--	50
--------------------	----------------	----	---	----	----	----	----	----

SN	PRACTICAL WORK	MAXIMUM MARK
1	Micro Teaching	10 Marks
2	Demonstration Lesson	10 Marks
3	Psychosocial Test (Five Test)	10 Marks
4	Unit Plan	05 Marks
5	Blue Print	05 Marks
6	Digital Lesson Plan (Each Method)	10 Marks
<b>Total</b>		<b>50 Marks</b>

**Guidelines for the Practical Work**

- **Micro Teaching (any Five Skills)**
  1. Skill of Introduction
  2. Skill of Questioning
  3. Skill of Exemplifying
  4. Stimulus-Variation Skill
  5. Black-Board Writing Skill

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-201T	Knowledge and Curriculum (part-A)	CC Any one	4	30	70	100
24BED 202T	Knowledge and Curriculum (part-B)					

### 24BED-201T: Knowledge and Curriculum (part-A)

#### OBJECTIVES

- To know the concept objective and principles of curriculum.
- To develop the idea and bases of curriculum.
- To understand various types of curriculum.

#### COURSE CONTENTS:

##### Unit- I Knowledge and Curriculum Concept

Knowledge : Concepts, Characteristics, Sources of Acquiring,  
Methods of Acquiring Curriculum: Meaning, Definition, Characteristics, Aims Importance  
Difference between old and new concepts of curriculum Principle of curriculum  
construction and Knowledge

##### Unit- II Bases of curriculum

Sociological bases  
Scientific bases  
Philosophical bases  
Psychological bases

##### Unit- III Types of curriculum

Activity centered and life centered curriculum  
Subject centered and core centered  
Experience centered and work based curriculum  
Hidden Curriculum

##### Unit- IV National curriculum

Concept and Characteristics of National curriculum  
Curriculum reform in India  
NCF-2005 (School education)  
NCFTE-2009(Teacher education)

#### ASSIGNMENT & PRACTICAL WORKS: (ANY TWO)

- One Assignment Work on the topic related with the unit.
- Preparation of any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related) Curriculum framework for 10th class.



## Learning Outcomes:

After completion of this course students would able to:

- Understand the concept, objective and principles of curriculum.
- Develop the idea and bases of curriculum.
- Evaluate the relevancy of curriculum.
- Describe various approaches to curriculum construction.

## Referances :

1. अग्निहोत्री, रवीन्द्र, आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल.के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यालयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा
8. पाठक, पी.डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सीयाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिकेशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड, दरियागंज, नई दिल्ली-2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास भारत पब्लिकेशन, आगरा
12. सक्सैना, एन.आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर.एल. कुक डिपो, मेरठ
13. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
14. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
- 16- National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

## 24BED-202T: Knowledge and Curriculum (part-B)

### OBJECTIVE

- To develop ideas of philosophical bases of curriculum
- To various Sociological bases of curriculum
- To develop various psychological bases of curriculum
- To develop Educational New Trends of curriculum

### COURSE CONTENTS:

#### UNIT- I PHILOSOPHICAL BASES OF CURRICULUM DEVELOPMENT

Idealism, Naturalism, Pragmatism and curriculum

Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum

M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

#### Unit- II Sociological basis of curriculum development

Social change and curriculum

Social Mobility and curriculum

Social development and curriculum

Culture and curriculum

### Unit- III Psychological bases of curriculum development

Structuralism and curriculum

Behaviourism and curriculum

Associationism and curriculum

Gestaltism and curriculum

### Unit- IV Educational New Trends of curriculum

Skill and curriculum

Values and curriculum

NCF-2005(School Education)

NCFTE-2009( teacher Education)

### Assignment & Practical Works: (Any Two)

Preparation of One Assignment Work.

One abstracts of Educational New trends article published in some standard Journals Preparation of curriculum Design (any subject related)

Curriculum frame work for B.Ed. programmed.

### Learning Outcomes:

After completion of this course students would able to:

Describe various philosophical bases of curriculum Understand

various Sociological bases of curriculum Acquire various

psychological bases of curriculum Develop Educational New

Trends of curriculum

### REFERENCES :

1. अग्निहोत्री, रवीन्द्र, (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद
3. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा
4. पाठक, पी.डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
5. यादव, सीयाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर आगरा
6. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिकेशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली-2
7. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास भारत पब्लिकेशन, आगरा
8. सक्सेना, एन.आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर.एल. कुक डिपो, मेरठ
9. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
10. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
- 11- National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
- 12- National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

## SEMESTER – II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-203T	Understanding Discipline and Subjects	CC	4	30	70	100

### 24BED-203T: Understanding Discipline and Subjects

#### OBJECTIVES:

- To make aware the students about the disciplines and its characteristics.
- To give Introduction of Kalidas, Tulsidas and Shakespeare
- To understand the scientific idea of science education.
- To apply the thought of social science language in their day to day life.

#### Course Contents:

##### Unit- I Language and Disciplines

Meaning of discipline  
Characteristics of a discipline  
Inter- disciplinary approach

##### Unit- II Language and Disciplines

History of language development (Hindi, Sanskrit and English)  
Language technology  
Language lab  
Phonetics science

Introduction of Kalidas, Tulsidas and Shakespeare

##### Unit- III Social Science and Discipline

History and game cricket  
History of woman empowerment  
New trends cultural in society  
Political socialization  
Article of democratic problems (Terrorism, corruption & kola-Brokers)

##### Unit- IV Science and Disciplines

Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)  
Science and sound  
Nutrition and balanced diet  
Human diseases  
Electricity and light

#### Assignment & Practical Works: (Any Two)

Write Any one Assignment Work

- Write a short note on Importance of Language in teacher.
- Read and review an article.
- Prepare a report on creative writing.

## Learning Outcomes:

After completion of this course students would able to

- Understand language of various discipline.
- Develop expression of various language areas.
- Acquire scientific study of language phonetics.
- Know the scientific idea of science education.
- Apply the thought of social science language in their day today life.
- Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

## References :

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publishing House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approaches and Methods in Language Teaching, Cambridge, C.U.P.
3. अंग्रेजी पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
4. विज्ञान पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

## SEMESTER-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-204T	Hindi	Pedagogy of a school subject	4	30	70	100

## OBJECTIVES:

- भाषा सरंचना में हिन्दी भाषा तत्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास करना।
- ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- प्रश्न पत्र के निर्माण का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

## विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई – तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विद्याओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई – चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- (अ) अभिक्रमित अनुदेशन विधि
- (ब) आगमन-निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्टीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य : (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना।
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विद्या पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

### Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विद्याओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

संदर्भ ग्रन्थ सूची :

1. अवधेश अरुण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
3. कक्षा 6 से 12 वी तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्यपुस्तकें।
4. कुमार, योगेश, (2004), आधुनिक हिन्दी शिक्षण, ए.पी. एवं पब्लिशिंग कॉर्पोरेशन, नई दिल्ली।
5. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
6. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
7. पाण्डेय, रामशक्ल, (2008) हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
8. पारीक, सुधीर, टेलर लाल गोपाल (2008) पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
9. भाई, योगेन्द्रजीत, (2007), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
10. नाथ, देवेन्द्र, राष्ट्र भाषा हिन्दी की समस्याएँ एवं समाधान।
11. रमन, बिहारीलाल, (1990), हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
12. शर्मा, मन्जू, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
13. शर्मा, लक्ष्मी नारायण, (2001), हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा।
14. शर्मा, लक्ष्मी नारायण, (2004), भाषा की शिक्षण विधियाँ एवं पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा।
15. सत्तिगेरी, के. आय (2006), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. सिंह, निरंजन कुमार (2008), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
17. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

## SEMESTER II

Course	Course Title	Course	Credit	CIA	Theory	Total
24BED-205T	English	Pedagogy of a school subject	4	30	70	100

### OBJECTIVES:

- To know about various basics of grammer.
- To explain the place of English language in India.
- To describe English as a Second language in the multi -lingual country like India.
- To explain different methods of teaching English.
- To develop the lesson and its planning.
- To apply different teaching skills in the class room.

### Course contents:

#### Unit- I Basic English Grammar & it's Application

Parts of speech  
sentence pattern, Types

Tense and verb patterns  
Preposition  
Voice change

### **Unit - II Place, importance and objectives of English as a second language:-**

Importance of English language: comprehension of English and mother tongue based learning.  
Position of English: Pre & post Independence in India.  
Status of English in Indian school curriculum Second language  
First language  
English language teaching: problems & issues  
Library language  
Window on the world  
Medium of instruction  
Aims and objectives teaching English at different levels.

### **Unit- III Methods, Approaches and Strategies and Lesson Planning:**

Grammar-cum-Translation method  
Direct method , Audio- lingual and Bilingual method  
Structural approach and Communicative approach  
Collaborative learning and Dramatization.  
Unit plan and Micro plan, Lesson planning ,Blue print and Achievement test

### **Unit- IV Developing Language skill and Lesson Planning**

Teaching Prose, Poetry, Story and Grammar.  
Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.  
Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)  
Concept Mapping

#### **Assignment & Practical Works: (Any Two)**

List of structural items included in the text book at the secondary stage.  
Preparation of 5 word cards, 5 Picture cards and 5 puzzles.  
Enlist 50 innovative words with lexical interpretation.  
Prepare an audio/video recording for English Pronunciation

#### **Learning Outcomes:**

##### **After completion of this course students would able to:**

Know about various basic application of grammar  
Explain the place of English language in India.  
Describe English as a Second language in the multi -lingual country like India.  
Explain different methods of teaching English.  
Apply different teaching skills in the class room.  
Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

## References :

1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras : Orient Longman Ltd.
2. Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor (2000), 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. Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
7. Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
8. Lado, Robert (1971), Language Teaching, New Delhi, Tata McGraw Hill Publishing House Co. Ltd.
9. Leech, Geofferey and Svartvik, Jan (2000), Communicative Grammar of English Cambridge C.U.P.
10. Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
11. Palmer, H.L. (1964-65), The Principles of Language study, London: O.U.P.
12. Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
13. Richards J.C. and Rodgers.T.S. (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
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.
16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
17. Willis, Jane (1997), Teaching English through English, O.U.P.

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED 206T	Sanskrit	Pedagogy of a school subject	4	30	70	100

## OBJECTIVES:

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- संस्कृत शिक्षण के उाँश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास करना।
- विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम – संस्कृत शिक्षण के सिद्धान्त, कौशल व उाँश्य



- (अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता
- (ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र
- (स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन
- (द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन
- (य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री

**इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान**

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) सन्धि –
  - अच् सन्धि – इकोयणचि, एचोऽयवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
  - हल् सन्धि – स्तोः श्चुर्नाश्चुः, झलां जशोऽन्ते, यरोऽनुनासिको वा, तोर्लिः
  - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः

- (द) समास – अवयवीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुब्रिहि समास, इनका सामान्य परिचय एवं समास विग्रह

**इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ**

- (अ) गद्य शिक्षण
- (ब) पद्य शिक्षण
- (स) व्याकरण शिक्षण
- (द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

**इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन**

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
  - प्रत्यक्ष विधि
  - संग्रन्थन विधि
  - आगमन निगमन विधि
  - विश्लेषणात्मक विधि
  - अनुवाद विधि / भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विद्या पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।

- संग्रन्थन विधि पर पाठयोजना तैयार करना ।

### Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे ।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे ।
- ❖ संस्कृत शिक्षण के उाैश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे ।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास कर सकेंगे ।
- ❖ विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे ।
- ❖ संस्कृत भाषा शिक्षण में श्रव्य-दृश्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे ।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे ।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे ।

संदर्भ ग्रन्थ सूची :

18. गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा -2।
19. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
20. मित्तल, सन्तोष (2004), संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
21. पाण्डेय, रामशकल (2003), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा -2।
22. शर्मा, रीटा, जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर - 302003
23. शर्मा, प्रभा (2006) संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।
24. शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
25. सफाया, रघुनाथ (1997), संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
26. साम्ब शिवमूर्तिः, कम्भभपाटि (2009), संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
27. सिंह, कर्ण (2004), हिन्दी शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी।
28. सिंह, सत्यदेव एवं शर्मा, शशिकला (2004), संस्कृत शिक्षण, इण्टरनेशनल हाऊस, मेरठ।

## SEMESTER II

Course	Course Title	Course	Credit	C.I.A.	Theory	Total
24BED-207T	Urdu	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES

- To enable the Pupil teacher to
- knowledge of mother tongue and to familiarize with the appropriate terminology.
- working knowledge of grammatical system in Urdu.
- write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- observation and demonstration of teaching skills.
- writing habit and skill to explain various methods of writing and to expose their difference.
- awareness of formation of good sentences.
- awareness with the method of teaching language differently.

### Course contents:

#### UNIT-I: ROLE AND IMPORTANCE OF URDU LANGUAGE

- Nature of Urdu Language
- language of knowledge
- Urdu as Urdu as a first, second and third language
- Urdu as Mother tongue and school language, Importance of Urdu language in curriculum.

#### UNIT-II: AIMS AND OBJECTIVES OF URDU LANGUAGE PEDAGOGY

- Aims and objectives of pedagogy of Urdu Language at different levels.
- difference between Urdu language as a school subject and language as a medium of instruction and communication,
- Methods of Urdu Language Teaching; Grammar cum translation method, Direct method, Natural method, Communicative approach
- General Principles and maxims of Urdu teaching

#### UNIT-III: LESSON PLANNING AND ITS TEACHING- LEARNING MATERIALS

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M,BLOOMS,N.C.E.R.Tand significance. Year and Unit planning in Urdu teaching.
- Lesson plan of Prose, Poetry and Grammar in Urdu teaching.
- Micro teaching skill
- Audio-visual aids and their importance in Urdu teaching and co-curricular activities

#### UNIT-IV ASSESSMENT & EVALUATION

- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language
- Evaluation of integrated lesson plan in Urdu language
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS)
- Construction of Achievement test in Urdu language

Diagnostic Evaluation, Remedial teaching in Urdu language.

### Learning outcomes:

The Pupil teachers will be able to:

understand the need and importance of Urdu Language

develop proficiency in the Urdu Language

be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language

use technology to enrich Urdu Language Teaching

be aware of the pedagogical practices required for teaching Urdu as Language

encourage continuous professional development in Urdu Language

develop an appreciation the role of Urdu Language in both academic and Social Life.

### References :

1. Teaching of Urdu; Saleem Farani
2. Method of Teaching Urdu; Fakhrul Hasan
3. How to Teach Urdu; Moulvi Salim Abdullah
4. How to write Urdu; Rasheed Hasan Khan
5. Poetry and Teaching of Poetry; Akhtar Anshari
6. Teaching of Language; Moulvi Abdul Hai
7. Qaumi Darsiyat Ka Khaka(2005) NCERT, New Delhi.
8. National Focus Group ka Position Paper(2010) \_barae Hindustani Zabanon ki Tadrees' NCERT, New Delhi.
9. Rahnuma Kitab (Teachers\_ Manual) (2010) Secondary & Higher Secondary Stage, NCERT, New Delhi.
10. Tadrees aur Aamozish ke Tameeri Ravaiye,(2011) NCERT, New Delhi,
11. Bachche ki Zaban aur Ustad-ek Lahiya amal,(2007), National Book Trust, New Delhi.
12. Agnihotri, R.K,(1995), Multilingualism as a classroom resource, Spriti Publication, Johannesburg.
13. Mohanty, A.K, (2015), Bilingualism in a multilingual society, CIIL, Mysore.
14. Ottaway, A.K.C,(n.d), Usool-e-Talim aur Amal-e-Taleem, NCPUL, New Delhi.
15. NCERT. (2006). Position paper-National focus group on Teaching of Indian Language.  
retrieved from <https://ncert.nic.in/focus-group.php?ln>

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-208T	History	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To understand the aim and objectives of teaching history at different levels of the secondary stage. To apply different approach to organize history
- To understand the types of evaluation of teaching history
- To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- To develop the skill to plan for instruction and the instructional support materials.
- To develop the skill related to diagnostic testing and remedial teaching

### Course Contents:

#### Unit- I Meaning, Nature and Curriculum of Teaching History

Concept and Objective of Teaching History of the Secondary Stage.

Correlation of History with other school subject.

Principle of Curriculum Teaching History.

Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric

#### Unit- II Methods and planning in Teaching History

Lesson plan and Unit plan

Story Telling, Biographical, Source, Time-line, Supervised, and Project Method

History Teacher-professional growth in change's

Teaching Aids- meaning, Type's and importance

#### Unit- III Evaluation of Teaching History

Concept of Evaluation

Purpose of Evaluation in Teaching History

Types of Evaluation (Essay Types, short Answer Types and Objective Types)

Blue-Print & Construction of Achievement Test in History

#### Unit- IV Innovative Methods in Teaching History

Programmed instruction method.

Team-Teaching

Panel discussion

Field trip

#### Assignment & Practical Works: (Any Two)

Historical study of a place of Local Important

An Essay on any current Issue

- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspect of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview.
- One Assignment Work on any topic related with above Unit.

### Learning Outcomes:

After completion of this course students would able to:

- Understand the nature, scope and importance of learning history at secondary.
- Explain aim and objectives of teaching history at different levels of the secondary stage.
- Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- Organize Co-curricular activities and community resources for promoting history learning.
- Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- Understand the skill to plan for instruction and the instructional support , materials.
- Develop the skill needed for diagnostic testing and remedial teaching

### REFERENCES:

1. Allen. J.W., (Black Wood-1909), The Place of History in Education, Chapter 2& 3
2. Burshon W.H., (Mathuen 1963), Principles of History Teaching. Chapter 1&10
3. Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter 2
4. Drummond H. A., (Harrap-1929), History in Schools, Chapter 2&3
5. Gunning, Dennisa (1978), The Teaching of Hlstory, Goom Helm Ltd., London
6. Khan, S.V., (1998), History Teaching Problems, Prospective and Pospect, Heera, N. Delhi
7. Kochher S. K., (1967), The Teaching of History, Sterling Pub. Delhi, Chapter pp.7-11
8. अग्निहोत्री रवीन्द्र, (2007), आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
9. कक्षा 6 से 12 तक इतिहास की पाठ्यपुस्तकें (2014), एन.सी.आर.टी., नई दिल्ली
10. जोशी दिनेश सिंह, मेहता चतरसिंह (2007), शिक्षक प्रशिक्षण के सिद्धान्त और समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
11. भाँचार्य, जे.सी. (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
12. रूहेला एस.पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
13. सिद्धाना, अशोक, पी.एन. मैहरोत्रा (2005), सामाजिक अध्ययन शिक्षण, शिक्षा प्रकाशन जयपुर
14. कुमार विष्णु (2016), इतिहास शिक्षण, शिक्षा प्रकाशन जयपुर
15. सिंह कर्ण (2016), इतिहास शिक्षण, राखी प्रकाशन, आगरा

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-209T	Civics	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To explain the role of civics to promote International Understanding.
- To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- To prepare different methods of teaching civics
- To apply various Fundamental Principal of Formulation Curriculum in Civics
- To develop competencies related to teaching of civics.

### COURSE CONTENTS:

#### Unit- I Theoretical Perspective of Civics Teaching

Meaning & Development of Civics.

Nature, Scope & Developing Critical Thinking about Civics.

Role of Civics in Promoting International Understanding.

Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

#### Unit- II Planning of teaching & Evaluation

Planning-annual Plan, Unit Plan, & Daily Lesson Plan.

Audio Visual Aids.

Innovation

Evaluation (different types of test, setting, question paper, blue print, scoring key).

#### Unit- III Methods of teaching Civics

Lecture Method

Project Method

Problem Solving Method

Programme Learning

Team Teaching

Discussion Method,

Demonstration

#### Unit- IV Curriculum Planning & Activities

Selection & Organization Content at Various Levels

Fundamental Principal of Formulation Curriculum in Civics

Characteristics of a good Text Book

Planning a Civics Studies Room

### Assignment & Practical Works: (Any Two)

Write an essay on any political problem

One Assignment Worksolve.

A critical study of Any one aspect of the constitution or one of its amendments.

- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

### Learning Outcomes:

After completion of this course students would able to:

Understand the role of civics.

Understand the Planning of teaching & Evaluation.

Prepare Fundamental Principal of Formulation Curriculum.

Develop competencies in teaching of civics.

### References :

1. त्यागी, गुरुसरन दास (2007), नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मंदिर, आगरा।
2. नायक, ए.के. राव. वी.के. (2010), माध्यमिक शिक्षा प्रकाशन, राजस्थान हिन्दी ग्रन्थ अकादमी।
3. बघेला, हेतसिंह, व्यास, हरिश्चन्द्र (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।
4. मिश्रा, महेंद्र (2008), नागरिक शास्त्र शिक्षण, यूनिवर्सिटी बुक हाउस।
5. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 6 से 12 की पुस्तकें।
6. सक्सेना, सरोज (2008), नागरिक शास्त्र शिक्षण, साहित्य प्रकाशन, आगरा।
7. सक्सेना, राघारानी एवं गोदिका एवं साधना, बघेल रामप्रकाश, नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
8. सफाया, शुक्ला, भाटिया (2006), शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग।
9. सिंह, रामपाल (2004), शिक्षा एवं उदीयमान भारतीय समाज, विनोद पुस्तक मंदिर, आगरा।
10. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-209T	Social Studies	Pedagogy of a school subject	4	30	70	100

### OBJECTIVES:

- To enable the students to understand the meaning of social science and correlate with modern social science .
- To understand the different approaches and organizing Social Science To prepare students for panel discussion , seminar and workshop
- To enable the student – teacher to critically examine the social science syllabus and text books. To develop the classroom skills and use of techniques for teaching of social science.
- To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.



## Course Contents:

### Unit -I An Overview of Social Science

Social Science: concept, nature and scope

Relationship of Social Science with other School Subjects (History, Sociology, Political Science Economics, Mathematics, Science and Technology)

Need and Importance of Teaching Social Science

Objectives of Teaching Social Science at School Level: Elementary Level, Secondary Level

### Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

Different Approaches to Organizing Social Science

Chronological

Biographical

Concentric

Characteristics of Good Text Book

Planning a Social science Room

Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher

Planning for Teacher of Social science

Annual plan

Unit plan

Lesson plan

### Unit - III Methods of Teaching Social Science

Storytelling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.

Team Teaching

Panel Discussion, Seminar and Workshop

Field Trips

Programmed Instruction

### Unit - IV Use of Instruction Material and Evaluation in the Social Science

Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.

Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .

Concept, Importance and Purpose of Evaluation in Social Studies. Construction of Blue

Print and Achievement Test in Social Science

#### Assignment & Practical Works: (Any Two)

Studying historical monuments available locally and writing report on it Prepare a scrape book on any social issue

Studying any social problem and write a report of the same

Two abstracts of articles published in news papers journal on current social issues Assignment Work any two topic

Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)

Construction , administration and interpretation an achievement test of any ;standard of school

Make 2 different teaching materials using different type of teaching ( e.i. Charts, at as model & power point etc) at school social science subject

Write film script

### Learning Outcomes:

After completion of this course students would able to:

Understand the need for learning social science .

Understand the place of social science in the secondary school curriculum.

Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.

Critically examine the social science syllabus and text books. Develop the classroom skills needed for teaching of social science.

Develop the ability to organize co-curriculum activity and utilize community resourcesfor promoting social science learning.

Acquire the ability to develop instructional support materials. Review the text –book of social science (secondary level).

### References :

- 1- Agrawal, J.C., Teaching Social Studies, Vikas Publishing House, Put. Ltd., Delhi, 1989.
- 2- Bining, A.C. and Brining, D.H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
- 3- Bhattacharya and Daqi, D.R., Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
- 4- Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
- 5- Kaushik, Vijay kumar, Teaching of Social Studies in Elementary School, Anmol Publication, New Delhi.
- 6- Kochher, S.K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
- 7- Wesley, E.B. & Wronski, S.P. Teaching of Social Studies in High School, D.C. Health and Company Bostan, 1958
- 8- Yagni, K.S., Teaching of Social Studies in India, Orient Longman, Bombay, 1996
- 9- प्रसाद, भुवनेश्वर, समाज अध्ययन का शिक्षण, ज्ञानपीठ प्रा. लिमिटेड, पटना – 1992
- 10- सिंह रामपाल, सामाजिक अध्ययन का शिक्षण, लक्ष्मी नारायण अग्रवाल, आगरा, 1998

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED 211T	Economics	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level. To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.

- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics.

## **COURSE CONTENTS:**

### **UNIT-I Concept of Economics**

The Place of Economics in School Curriculum.

Aims and Objectives of Teaching Economics at the Secondary Level

Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

### **UNIT-II Principle of Curriculum Planning**

Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.

Curriculum Planning and Activities.

Evaluation of Text-books in Economics at the School Level:

Criteria of Good Text-book

Assignments, Exercises, Glossary and Summary in the Text

Maxims and Principles of Class-room Teaching.

Class-room Observation.

### **UNIT-III Planning and Methods of Teaching Economics**

Lecture Method.

Project and Problem Solving Method.

Discussion Method.

Inductive and Deductive Method.

Unit and Daily Lesson Plannings

Teacher's Role and Attitude

### **UNIT-IV Instruction Material and Evaluation in Economics**

Black-board, Maps, Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.

Importance and Concept of Evaluations,

Evaluation Devices- Essay type, Short answer Type and Objectives Type Test.

Blu Print

Preparation, Administration and Scoring of Unit Test.

### **Assignment & Practical Works: (Any Two)**

Preparation of two teaching aids related to subject. (PPT Transparency)

Review of two published papers related to subject. Review of a text-book at school level.

### **Learning Outcomes:**

**After completion of this course students would able to: Explain the basic of Economics.**

- Understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Organize group activities and projects in the subject.
- Use of various methods of teaching Economics.
- Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Appropriate attitudes towards the country's Economy.
- Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- Prepare unit plan, lesson plan and related teaching learning strategies.
- Review the text book of Economics.

### **REFERENCES :**

1. Arora, P. N.; Evaluation in Economics, NCERT, New Delhi, 1985
2. Arora, P. N. & Shori, J. P.; Open Book Examination Questions in Economics, NCERT, New Delhi, 1986
3. Bining and Bining, Teaching of Social studies in secondary schools.
4. Chakravorty, S.; Teaching of Economics in India, Himalaya Publishing, 1987
5. Hicks, J. R.; The Social Framework – An Introduction to Economics, Oxford University Press, London, 1960.
6. Husen Dr. N., Teachers Manual in Economics, Published by Regional college of Education, Ajmer
7. Kanwar, B. S.; Teaching of Economics, Prakash Brothers, Ludhiana, 1973
8. Lee, N. (ed); Teaching Economics, Heinemann Educational Books, Prentice Hall, London, 1975
9. Oliver, J. M.; The Principles of TEaching Economics within the Curriculum, Routledge & Kegan Paul, London, 1977
10. Sachs, I (ed.); Main Trends in Economics, Projects and Role Playing in Economics, Macmillan, London, 1971
11. Sharma Kadamari, Teaching of Economics, Tripat Tuteja Commonwealth Publishers.
13. Siddiqui Mujibul Hasan, Teaching of Economics, Ashish Publishing House, 8/88 Punjabi Bagh, New Delhi- 110026
14. Whitehead, D. J. (ed.); Handbook for Economics Teachers, Heinemann Education Books, London, 1975

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-212T	Geography	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To understand the modern concept of Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.
- To apply appropriate method and techniques of teaching to particular topics at different levels.
- To arrange field trips and local surveys.

### Course Contents:

#### Unit- I Concept and Objectives

Development of Geography, Modern concept and new trends of Geography. Its place in schools curriculum.

Its importance in day to day life and International understanding

Correlation of Geography with other school subjects.

Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

#### UNIT- II Curriculum planning in Geography

Principles of curriculum construction in Geography and its critical appraisal

Basic Principles for selection and organization of content according to learners level.

Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.

Evaluation of text book in Geography.

#### UNIT- III Methods, Planning for teaching and role of teacher

Annual plan, Unit plan methods, Daily lesson plan

Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method).

Approaches- Field trips, visit labs, use of local resources in teaching of Geography.

Qualities, Role and professional growth of Geography teacher

#### UNIT-IV Use of Instructional Material and Evaluation in Geography

Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches,

diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus. Evaluation of achievements in Geography. Construction of achievement test.

Different types of tests, their merits and limitations, (Essay type, short, answer and objective type.) Blue- Print, preparation of question paper and item analysis.

### **Assignment & Practical Works: (Any Two)**

Prepare a scrap book on Geographical articles and news. Preparation of maps, charts and models for physical Geography Develop some lesson plan based on new methods and approaches.

Write one or two article or abstract related to the current issues of Geography Critical appraisal of geography syllabus at secondary level.

Construction of objective type test items.

Collection of news paper cuttings related to Geographical issues.

Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.

Practical demonstration of the ability to use some weather instruments.

Prepare a report on visit to some place of Geographical interest.

### **Learning Outcomes:**

**After completion of this course students would able to:**

Understand the modern concept of Geography and its correlation with other school subjects. Explain co-curriculum activities in geography.

Prepare various teaching plans. Explain different teaching aids.

### **REFERENCES :**

1. Arora, A. K. (1976), The Teaching of Geography, Prakash Brothers, Jalandhar
2. Bamard, Principles and Practical of Teaching Geography.
3. Broadman, David (1985), New Directions in Geography Education, Fehur Press, London
4. Fairgrieve, J. . (1937), Geography in school, London, University Tutorial Press
5. Hall, David . (1976), Geography and Geography Teacher, Unwin Education Books, London
6. Huckle, J. . (1983), Geographical Education Reflection and Action, Oxford Press, London
7. Macnee, E.A. . (1937), Suggestion for the Teaching of Geography in India- London, Oxford University Press
8. Morrey, D. C. . (1972), Basic Geography, Heinemann Education Books, London
9. Rao, M.S., Teaching of Geography.
10. Scarfe, N.V. . (1995), A Handbook for Geography Teachers, London Methum & Co.
11. Source Book for the Teaching Geography- UNESCO Publication.
12. UNESCO; New Source Book for Teaching Geography
13. Verma, O. P. . (1984), Geography Teaching, Sterling Publications Ltd., New Delhi
14. Walford, Rex . (1981), Signposts for Geography Teaching, Longman, London

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED 213T	Home Science	Pedagogy of a school subject	4	30	70	100

### OBJECTIVES:

- To understand the Concept, Nature and Scope of Home science.
- To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- To stimulate curiosity and creativity for application of different methods according to learning situations.
- To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

### Course Contents:

#### Unit- I Theoretical Perspective of Home Science

- Concept, Nature and Scope of Home science
- Correlation of Home science with other school subjects in context of resolving problems related to family and community
- Vocational skill Development through Home science teaching
- Aims and objectives of Home science teaching

#### Unit- II Planning, Curriculum & Evaluation

- Planning : Concept, Types and Significance
- Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented
- E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health
- Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- Blue print construction, Continuous & Comprehensive Evaluation in Home science

#### Unit- III Approaches and methods : Concept, Process, Scope and limitations :

- Constructivist approach Problem solving method Project method Experimental method Dalton method and Dramatization

#### Unit- IV Measurement and Evaluation

- Concept of Measurement and Evaluation Criteria of good Evaluation
- Preparation of Blue Print
- Dignostic test and Remedial learning material Continuous and Comprehensive Evaluation
- Assignment & Practical Works: (Any Two) Prepare a survey report for vocational skill development through Home science at college level Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a project related to recent problem in local area

Develop a diagnostic test for students and plan remedial works for them  
Prepare two lesson plan based on Constructivist/ experimental approach for students

### Learning Outcomes:

#### After completion of this course students would able to:

- Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- Stimulate curiosity and creativity for application of different methods according to learning situations.
- Develop attitude towards skill development, application of new trends and use of information technology
- to enhance productivity of teaching.
- Analyze school syllabus of the subject in relation to its applicability in local situations

### References:

- 1- Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
- 2- Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
- 3- Jha, J.K. (2001), Encyclopedia of Teaching of Home Science, (Vol. I & II), Anmol Publication, New Delhi
- 4- Lakshmi, K. (2006), Technology of Teaching of Home Science, Sonati Publisher, New Delhi
- 5- Nibedita, D. (2004), Teaching of Home Science, Dominant Publisher, New Delhi
- 6- Shah, A. et al (1990), Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
- 7- Shalool, S. (2002), Modern Methods of Teaching of Home Science (I Edition) Sarup & Son's, New Delhi.
- 8- Sherry, G.P. avum Saran, D.P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- 9- Sukhia, S.P. avum Mahotra (2009) Grih Vigyan, Haryana Sahitya Academy, Chandigarh
- 10- कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
- 11- शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा

### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-214T	Chemistry	Pedagogy of a school subject CE	4	30	70	100

### Objectives:

- To develop a broad understanding of the principles and procedures used in modern science specially in chemistry.
- To develop essential skill for practising modern science education.
- To understand aims and objectives of chemistry.
- To gain ability for critically evaluate the existing syllabus of science.
- To prepare achievement test and diagnostic test.
- To enable him to organize co-curricular activities related to science.



- To appreciate the contribution of world scientist in connection with historical development of chemistry.

## **Course Contents:**

### **UNIT-I Nature and Scope**

Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects  
Values of Teaching Chemistry  
Scientific Attitude, Scientific Literacy  
Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.  
Globalisation and Chemistry

### **UNIT-II Curriculum planning and activities**

Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum  
Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library  
Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

### **UNIT-III Methods and approaches of teaching**

Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method  
Panel Discussion. Seminars and Workshop Laboratory Method.  
Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips  
Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safetymeasures in Laboratory

### **UNIT-IV**

Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedogogical Analysis  
Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach-  
Behaviourist Contribution  
Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test Achievement and Diagnostic Test

### **Assignment & Practical Works: (Any Two)**

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

### **Learning Outcomes:**

After completion of this course students would able to:

- Understanding Importance of Chemistry and correlate it with other subjects
- Acquaint with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.
- Prepare achievement test and diagnostic test.
- Organize co-curricular activities related to science.

## References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
4. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
5. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Handbook of activities Class-VI-VIII
7. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
8. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
9. अग्रवाल वी. पी., सिद्धान्त के., पारीक के., (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
10. कुलश्रेष्ठ पी.के. (2008), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. नेगी जे.एस. नेगी आर. (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी.एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन.के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

## Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-215 T	Physics	Pedagogy of a school subject CE	4	30	70	100

## Objectives:

- To appreciate the contribution of eminent physicist in connection with the development of the subject.
- To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- To develop scientific attitude and provide training in scientific method to their student.
- To write objectives in behavioural term content analysis and content mapping .
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation.
- To prepare test paper for theory and practical work.

## **Course Contents:**

### **Unit- I Nature Scope & Curriculum**

Nature of science and physics, major milestones in the development of physics  
Aims, objectives and values of teaching physics at secondary and senior secondary level  
Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience  
Correlation of physics with other school subjects and its role in daily life  
Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

### **Unit- II Planning for Instruction and Role of Teachers**

Writing of objectives in behavioural terms, content analysis.  
Developing yearly, unit and daily lesson plan.  
Teachers role in training students in scientific method and in development of scientific attitude.  
Qualities, responsibilities and professional growth of physics teacher.  
Creativity among students.

### **Unit- III Methods and Approaches of Teaching Physics**

Demonstration method, Heuristic method, Inductive-Deductive method.  
Laboratory method, Project method, problem solving method, assignment method.  
Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT  
Co-curricular activities like science club, science fairs and field trip.  
Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

### **Unit- IV Evaluation**

Types of test items.  
Construction of various test items.  
Preparation of blue print and achievement test.  
Diagnosis and remedial teaching in physics, enrichment material.  
Evaluation and practical work in physics.

### **Assignment & Practical Works: (Any Two)**

Planning of an out of class activity to use local environment to teach physics.  
Life sketch of any two modern physicists.  
Essay related to a topic prescribed in the paper .  
Case study of Any one senior secondary lab of physics.  
Conducting and reporting three experiments useful at secondary level.  
Description of design of any improvised apparatus.

### **Learning Outcomes:**

#### **After completion of this course students would able to:**

Appreciate the contribution of eminent physicist in connection with the development of the subject.

Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.

Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.

Develop scientific attitude and provide training in scientific method to their student.

Write objectives in behavioural term content analysis and content mapping .

Develop yearly plan, unit plan and lesson plan.

Plan, equip and organize physics practical in the laboratory.

Use various methods with appropriateness of content, level and classroom situation.

## References :

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
2. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
3. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
4. Sharma, R;C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
5. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
6. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
7. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
8. अग्रवाल पी. पी., सिद्धान्त के., पारीक के., (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
9. कुलश्रेष्ठ पी.के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. त्यागी एस. के. (2000), भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा
11. नेगी जे.एस. नेगी आर. (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी.एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन.के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

## SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-216T	Mathematics	Pedagogy of a school subject CE	4	30	70	100

## OBJECTIVES:

- To understand and appreciate the uses and significance of Mathematics in daily life
- To learn various approaches of teaching mathamethics and use them judiciously
- To know the methods of planning instruction for the classroom.
- To prepare curricular activities and organize the mathematics Laboratory.
- To appreciate and organize activities to develop aesthetics of mathematics.
- To give competence in teaching different mathematics topic effectively

## Course Contents:

### **Unit- I Concept meaning and objectives of mathematics.**

Concept, meaning and nature of mathematics

History of mathematics

Contribution of Indians and western mathematics.

Aims and objectives of teaching mathematics

Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

### **Unit- II Methods and approaches of teaching mathematics.**

Inductive vs. Deductive

Analytical vs. synthesis

Heuristic, Project, drill, assignment and supervised study, Laboratory method.

Lesson planning, Unit plan and Yearly plan for mathematics teaching.

Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

### **Unit- III Planning for instruction and curriculum.**

Curriculum development principle for the secondary and senior secondary level.

Teaching of Arithmetic, algebra and Geometry

Text book in mathematics, Quality of good book in mathematics.

Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.

Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

### **Unit- IV Evaluation in teaching mathematics:**

Academic testing – objective vs. subjective type test.

Diagnostic evaluation in mathematics.

Preparation of blue print and achievement test.

Preparations of standardized vs. teacher made test in mathematics.

Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

### **Assignment & Practical Works: (Any Two)**

Preparation of detailed plan about development of mathematics laboratory or mathematics club.

Life sketch of any two Mathematicians.

Essay related to a topic prescribed in above paper.

Prepare a case study of slow learner in mathematics or gifted child in mathematics.

Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

### **Learning Outcomes:**

After completion of this course students would able to:

Understand and appreciate the uses and Significance of Mathematics in daily life

Use various approaches of teaching mathamethics and use them judiciously.

Understand the methods of planning instruction for the classroom.

Prepare curricular activities and organize the mathematics Laboratory.

Appreciate and organize activities to develop aesthetics of mathematics.

Give competence in teaching different mathematics topic effectively

## REFERENCES :

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
4. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
6. रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
7. सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-217T	General Science	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To develop the knowledge about science and its nature.
- To acquire the knowledge about contribution of eminent Indian scientists.
- To aware about the aims, objectives and construction of curriculum.
- To develop understanding about co-curricular activities, methods of teaching and preparation of test paper.

### COURSE CONTENTS:

#### UNIT- I Concept and Nature of General Science

Science : concept, nature and scope  
Correlation of science with other subjects  
General Science and its importance in school curriculum.  
Inquiring influence of science on man and environment.  
Scientist and their professional achievement

#### UNIT- II Aims Objectives and Curriculum

Writing aims and objectives in behavioural term.  
Developing yearly, unit and daily lesson plan.  
Principle of curriculum construction in General Science.  
Teachers role in training students in scientific method and scientific attitude.  
Professional growth of General Science teacher.

#### UNIT-III Methods of Teaching General Science

Lecture method, Demonstration method  
Inductive-deductive method  
Project method, problem solving method

Laboratory method, Assignment method  
Heuristic method

## UNIT- IV Activities and Evaluation

Science laboratory

Teaching aids in General science- OHP, LCD Projector , Television.

Co curricular activities, Science club, Science fair

Evaluation : concept and importance

Preparation of blue print and test paper construction.

### Assignment & Practical Works: (Any Two)

Make a list of practicals related to secondary science curriculum.

Essay related to one topic prescribe in the paper.

Preparation of a comprehensive field trip to plan for a group of twenty students.

Make a list of local resources useful in teaching general science to the students.

Make a visit at any senior secondary science laboratory of a school and prepare a report.

Conducting and reporting three experiments useful at secondary level.

Make a presentation based on any above topic.

### Learning Outcomes:

#### After completion of this course students would able to:

Contribution of eminent Indian scientists in connection with the development of the subject.

Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.

Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.

Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.

Develop a broad understanding of the principles and procedures used in modern science education.

Prepare test paper for evaluation.

### References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Handbook of activities Class-VI-VIII
8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
9. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
10. अग्रवाल वी. पी., सिडाना के., पारीक के., (2007). विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
11. कुलश्रेष्ठ पी.के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
1. नेगी जे. एस. (2007), भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा

2. नेगी जे.एस. नेगी आर. (2000). रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
3. भूषण शैलेन्द्र (1977). जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
4. रावत डी.एस. (2009). विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
5. शर्मा एस.आर. (2008). विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
6. सुंद जे. के. (2007). विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
7. श्रीमाली एन.के., भूषण ए., रिहानी आई, (2007). विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-218T	Biology	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To acquire the knowledge of nature and scopes of Biology.
- To develop understanding the principles of curriculum, planning and E-resources in Biology.
- To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- To aware about construction of blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

### Course Contents:

#### Unit- I Theoretical Perspective of Biology

Meaning, Nature and Scope of Biological science and its branches  
 Historical Development of Biological science  
 Development of values through Biology teaching  
 Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge  
 Developing and significance of Scientific Temper through activities  
 Aims and Objectives of Biological teaching  
 Writing Objectives in Behavioral terms and Content analysis

#### Unit- II Curriculum and Planning

Concept and principles of curriculum  
 Models and approaches related to curriculum organization  
 Recent curriculum innovations in context of National Curriculum Framework (NCF)  
 Planning : Concept, Types and Importance  
 Co- Curricular activities- Excursion, Science fair, Science club  
 E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

#### Unit- III Methods and Approaches

Herbertian & Constructivist approach (Five 'E' model)  
 Co- operative learning approach  
 Inquiry training model & its application  
 Problem solving approach



Inductive and Deductive methods

Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

### Unit- IV Measurement and Evaluation

Concept of Measurement and Evaluation

Criteria of good Evaluation

Preparation of Blue Print

Diagnostic test and Remedial learning material

Continuous and Comprehensive Evaluation in biology

### Assignment & Practical Works: (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

### Learning Outcomes:

After completion of this course students would able to:

- Acquire the knowledge of nature and scopes of Biology.
- Understand the principles of curriculum, planning and E-resources in Biology.
- Know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- Construct blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

### REFERENCES:

1. Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
2. Grear, T. L., The Teaching of Biology in Secondary Schools.
3. Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4. Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004), Method of Teaching Life Science, Discovery Publishing House, New Delhi.
5. Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi.
6. Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Corporation, New Delhi.
7. Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
8. Yadav, M. S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.
9. कुलश्रेष्ठ, प्रदीप कुमार (2008). विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. भूषण, शैलेन्द्र (2008). जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. मंगल, एस.के. (2010), जैविक विज्ञान शिक्षण, लॉयल बुक डिपो, मेरठ
12. माहेश्वरी बी.के. (2003). जीव विज्ञान शिक्षण, सूर्या पब्लिकेशन, मेरठ

13. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सक्सेना, इनिड (2007), विज्ञान शिक्षण, यूनिवर्सिटी बुक हाउस (प्रा.) लि., जयपुर
15. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
16. श्रीमाली नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

#### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-219T	Commercial Practice	Pedagogy of a school subject CE	4	30	70	100

#### OBJECTIVES:

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

#### COURSE CONTENTS:

##### Unit - I Concept of teaching commerce

Meaning, nature and scope of commerce education.  
Aims, objectives and values of teaching commerce at senior secondary level.  
The place of commerce in education.  
Qualities of commerce teacher , role and professional growth.

##### Unit - II Planning of Teaching Commerce

Unit plan and daily lesson plan.  
Maxims of teaching.  
Devices of teaching commerce.  
Classroom observation

##### Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :  
Analytic & Synthetic method  
Socialised Recitation Method  
Team teaching  
Programmed instruction method  
Project Method

##### Unit - IV Instructions Material and Evaluation in Commerce Education

Importance of teaching aids for effective instruction commerce education.  
 Different audio-visual equipment and material used commerce education.  
 Evaluation in commerce importance, type of tests essay, short answer and objective type.  
 Blue print.  
 Construction of Achievement Test.

### Assignment & Practical Works: (Any Two)

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T.,

### Learning Outcomes:

After completion of this course students would able to:

- Acquire the basic understanding in the field of commerce education.
- Develop the ability to plan curriculum and instructions in commerce at school level.
- Develop the ability to critically evaluate existing school syllabus and text book.
- Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- Prepare an achievement test.
- Usw commercial efficiency among students.

### REFERENCES :

1. Bhorali devadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd. New delhi
2. Gortside .L. (1970), Teaching business subject, the modern approach made and printed in great Britain by the Garden press Ltd. Leteworth , Hert ford shire
3. Jain KCS (1986), Vanyjaya shikhan (Hindi) general academy
4. Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
5. Neeb W.B. (1965), modern business practice, The Ryerson press Toronto
6. Rai B.C. 1986 method of teaching commerce, prakashan Kendra luck now
7. Rao seema (1995), Teaching of commerce, anmol publication Pvt.
8. Singh , I. B. vanijaya ka adhyayan laxmi narayan aggarwal, agra
9. सिंह एवं सिंह : वाणिज्य शिक्षण

### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-220T	Book-keeping	Pedagogy of a school subject CE	4	30	70	100

### Objectives:

- To acquire the basic understanding of teaching of Book-keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book-Keeping.
- To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- To give information about appropriate methods and devices of teaching particular topics for book-keeping.
- To develop necessary skill in preparation of using various teaching aids.
- Course Contents

### Unit- I Meaning and scope of Book-keeping and Accountancy

Meaning and scope of book-Keeping and Accountancy. it's value and Importance in Social Life.

Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.  
Teachers Role and Attitude.

## **Unit - II Planning of Teaching Book-keeping and Accountancy**

Unit plan  
Lesson plan  
Annual plan  
Maxims and principle of classroom teaching  
Classroom observation

## **Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy**

Teaching Approches of Book-keeping and Accountancy  
Journal Approach, Ledger Approach  
Cash book Approach, Equation approach  
Text book-keeping and accountancy their importance Criteria for selection of text book. Reference book and Journal.  
Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

## **Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy**

Audio-visual aids in teaching Book-Keeping and accountancy computer. (tally) Internet  
Evaluation of students performance  
Blue Print  
Construction of Achievement Test

## **Assignment & Practical Works: (Any Two)**

Content related to subject topic

Any one subject topic

## **Learning Outcomes:**

After completion of this course students would able to:

- Acquire the basic understand of teaching of Book-keeping and Accountancy.
- Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- Critically evaluate the existing school curriculum of Book-Keeping.
- Impart Knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- Apply appropriate methods and devices of teaching particular topics for Book – Keeping.
- Prepare achievement and diagnostic Tests.
- Develop necessary skill in preparation of using various teaching aids..

## **REFERENCES :**

1. Agarwal. J.C.: Teaching of Commerce.
2. Boynton Lewwis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnanti. Ohio.

3. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
4. Harvey: Ways to teach Book – Keeping and Accounting.
5. J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
6. Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
7. Selby: The teaching of Book- Keeping
8. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York.Ver
9. main A Musselma and J.Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
10. Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir Isaac Pitaman. London.

#### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED221T	Drawing and Painting /Fine Art	Pedagogy of Drawing and Painting CC	4	30	70	100

### OBJECTIVES

- To enable the student teacher to-
- get acquainted with importance of Drawing and Painting and its place in curriculum.
- understand the concept of representing models and imagination of Drawing and Painting
- get acquainted of methods of teaching of Drawing and Painting
- correlate of Drawing and Painting Education with other school subject.
- get acquainted with practical skill in Drawing and Painting

### Unit-I BASIC OF FINE ART

Concept, Importance and Scope of different forms of Drawing and Painting  
 Nature, scope and aims of teaching Drawing and Painting  
 Importance of Drawing and Painting and its place in the curriculum at School level.  
 Significance of teaching Drawing and Painting at school level.

### Unit-II AIMS AND OBJECTIVES OF TEACHING FINE ARTS

Aims and Objectives of teaching Drawing and Painting (Blooms & Revised Blooms Taxonomy)  
 Curriculum Organization of fine Arts.  
 Critical appraisal of the existing syllabus in fine Arts.  
 Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

### Unit-III LESSON PLANING AND TEACHING AIDS OF FINE ARTS

Lesson planning to teach Fine Arts : Micro, Macro, ICT Based, Diary Based, Test Based, Model based (Line, Color, Design, Still Life, Poster)  
 Methods of teaching Fine Art and Its Approaches: Free Expression, Representation, Designing and clay modeling at various stages.  
 Representing model and imagination in Teaching of Fine Art  
 Audio –Visual aids and their use in teaching of Fine Arts and critical appraisal of present text books in Fine Arts.

### Unit-IV PROFESSIONAL DEVELOPMENT OF ARTS TEACHER AND EVALUATION

Qualities and professional competencies of a Fine Arts teacher.

omposition and Appreciation of Fine Arts

Art Room, its need, equipment and decoration.

Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

### Learning outcomes

The Pupil teachers will be able to-

develop basic understanding of different Fine art forms and their impact in our life.

enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.

develop skills for integrating different Fine Art forms across school curriculum at Secondary level.

create awareness of the rich cultural heritage, artists and artisans in the society

### REFERENCES :

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. LowenfeldViktor .Creative and Mental Growth.
6. Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. Read, Herbert. Education through art.
9. Shelar, Sanjay. Still Life. Jyotsna Prakashan
10. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre.  retrieved from <https://ncert.nic.in/focus-group.php?ln=>

### SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-222T	Music	Pedagogy of Music CC	4	30	70	100

### OBJECTIVES

- To enable the Pupil teacher to-
- understand the history, importance, and co-relation of Music with other school
- comprehend the knowledge of swarms and sruti and Bloom's taxonomy of instructional
- prepare pedagogical analysis of the content and develop a lesson plan for the classroom
- acquire competence in skills for the teaching of Music.
- develop teaching aids to teach Music.
- familiarize the qualities of Music and Music teacher.
- understand the different methods of teaching Music.
- acquiring competency in preparing tools of evaluation.

### Unit I- INTRODUCTION

Nature and scope of Music, Vocal and Instrumental Music.

Aims and Objective of teaching Music at School level.

The importance of Music and its place in the curriculum at School levels.

Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children

## Unit II- SUBJECT MATTER OF MUSIC:

General principles of teaching Rags, Melodic grace, devices and Tune.

Training in Rhythmic perception, Correlation of Music with other school subjects.

Audio-visual aids and their use in teaching Music.

Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music.

## Unit III- MUSIC IN SCHOOL CURRICULUM

Importance of Music in School Curriculum

Music Room: Its equipment's and organization.

Different type of tests: (Theory and Practical) construction, administration and test of performance.

Knowledge of subject matter contents up to Secondary level.

## Unit IV- BIOGRAPHIES OF THE FOLLOWING EMINENT MUSICIANS

Swami Haridas, Tansen

Pt. Vishnu Digambar Paluskar

Pt. V. N. Bhatkhande

Qualities of a Good Artist.

## Learning outcomes

The pupil teacher will be able to-

- identify, analyze and work conceptually with the elements and organizational patterns of music and their interaction, employing this understanding in aural, verbal, and visual analyses and applications.
- distinguish and analyze music according to historical, cultural, and stylistic contexts, and to address culture and history from diverse perspectives.
- apply relevant forms of music technology, including their basic functions and integrative nature.
- demonstrate a fundamental proficiency in keyboard skills.
- demonstrate and apply the research skills necessary for musical and contextual understanding of musical elements and relevance.
- demonstrate the conducting and technical skills necessary to effectively and artistically lead a collaborative rehearsal.

## REFERENCES :

1. Awasthi, S.S.A.,(1964)Critique of Hindustani Music and Music Education,
2. AdhunikPrinter, Jalandhar.
3. Bhatkanda, V.N., (2003), Karmik Pustak Malika Laxme Narayan Garg, Sangeet
4. Karyalaya, Hathras
5. Nhatnagar, S., (1988)Teaching of Music, Monika Prakashan, Shimla.
6. Archer, W.G. (1959), India and Modern Art, London,.
7. Arnoson, H.H.(1969), History of Modern Art, London.
8. Barr, A.H, (1954), Masters of Modern Art, New York.
9. Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta
10. The Teaching of Music by Prof. P. Suambarmoorthy
11. A critique of Hindustani Music and Music Education by S. S. Awasthi
12. Sangeet Bodh by Dr. S. S. Awasthi
13. Teaching of music by Gauri Kuppaswamy & M. Hariharan
14. Sangeet Visharad by Vasant, Hathras Prakashan
15. Hamare Sangeetagya by Prakash Narayan

16. Pranav Bharti by Pt. Omkar Nath Thakur
17. The Scope of Music, Oxford Univ. Press by Buck
18. Voice Training by Grew, Oxford Univ. Press
19. Lok Sangeet Ank (Hathras Prakashan)
20. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre.

Course code	Course Title	Course Category	Credit	C.I.A	Theory	Total
24BED-223P	Open AIR/SUPW CAMP	CC	2	50		50

SN	OPEN AIR/SUPW CAMP	Maximum Mark
1	OPEN AIR/SUPW CAMP	<b>50 Marks</b>
	1. Community Service	10 Marks
	2. Survey (based on Social and Educational Events)	10 Marks
	3. Co-Curricular Activities	10 Marks
	4. Health and Social awareness Program (DISASTER MANAGEMENT AND CLEANNESS)	10 Marks
	5. Studies (work Experience related with theory course and literacy activities )	10 Marks

Course code	Course Title	Course Category	Credit	C.I.A	Theory	Total
24BED-224I	School Internship (4Weeks)	CC	2	50		50

SN	Internship Work ( 4 Weeks)	Maximum Mark
1	Teaching of Method Subject	15 Marks
2	Participation in All Activities of School	10 Marks
3	Report of Any Feature of School/Case Study/Action Research	10 Marks
4	Social Participation in Group	05 Marks
5	Criticism Lesson	10 Marks
<b>Total</b>		<b>50 Marks</b>

### GUIDELINES FOR THE INTERNSHIP WORK

1. Four Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School. Trainee have to perform following activities during internship and prepare detailed report
  - Internship Report must be verified and signed by the school Principal
  - Detailed Study of School Documents, like General Records, Progress Report, Academic Calendar etc.
  - Organized cultural activities
  - Interaction and observation of students
  - Submission of total Report of internship Program.
2. Action Research: Selection Problem, Data Collection ,Analysis, report Writing and Submission (Any One )



### SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-301T	Gender, Creating an Inclusive School and Society	CC	4	30	70	100

#### OBJECTIVES:

- To enable the pupil teacher to:
- Understand the key concept of gender (male, female and transgender), gender bias, gender stereotypes, empowerment, gender parity, patriarchy, feminism.
- Explain the Social construction of gender with special reference to society.
- Know the policies, plans, schemes and different laws of government for promoting gender parity.
- Learn about gender issues in school, curriculum, pedagogical process and its intersection with class, caste, religion and region.

#### Unit-I Key concepts of Gender Issues

Concepts, terms and relate them with their context in understanding the power relation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment. Patriarchy, power, resources and opportunities.

#### Unit II Social Construction of Gender

Socialization in family and at school, Occupation and identity, Stereotypes about Females prevalent in the society, media and literature.

Gender and its intersection with poverty, class, caste, religion.

#### Unit III: Gender, Power and Education

Gender identities and socialization practices in : Family, School and other formal and informal organization. Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

#### Unit-IV Gender Jurisprudence (Indian context)

Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.

Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women, Supreme Court Verdict about transgender.

#### Learning outcomes

- The pupil teacher will be able to-
- Discuss and debate on gender based right and responsibilities.
- Interpret human rights in relation to gender.
- Understand the nature and process of the socialization.
- Suggests and invent some policy interventions in the school education.
- Analyze and create a project on social issues based on gender.

#### Task and Assignments

Class Test – 15 Marks

Any Two Topics-15 Marks

Preparation of Project on key Concepts and its operational Definitions Relating it with the social context of teachers and students.

Analysis textual Material from the perspective of gender Bias and stereotype .

Organize Debates on Equality and Equity cutting across gender, class, caste, religion, ethnicity, disability and region

Prepare project on issues on concerns of Transgender

Project on analyzing the growing up of boys and Girls in different types in india

## REFERENCES :

1. Desai, Neera and Thakkar, Usha.(2001). Women in Indian Society. National Book Trust. New Delhi
  2. Dunne, M.et al.(2003). Gender and Violence in School. UNESCO
  3. Kostas, Marios (20 June 2019). —Discursive construction of hegemonic masculinity an emphasized femininity in the textbooks of primary education: children's discursive agency and polysemy of the narratives!. Gender and Education:-1
  4. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group
  5. .Gender Issues & Education
  6. Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process. Concept Publishing Company Pvt. Ltd., New Delhi
  7. Sherwani Azim.(1998) The Girl Child in Crises. Indian Social Institute, New Delhi
  8. UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9-10, 59-61. ISBN 978-92-3100069-0.
- <http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/>
  - <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>
  - <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>

## SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-302T	Assesment for Learning	CC	4	30	70	100

## OBJECTIVES:

- To describe the role of assessment in education.
- To distinguish among measurement, assessment and evaluation.
- To explain different forms of assessment that aid student learning.
- To use wide range of assessment tools, techniques and construct these appropriately.
- To evolve realistic, comprehensive and dynamic assessment procedures.
- To calculate item difficulty and discrimination power of a test item.
- To prepare a good achievement test on any school subject.
- To realize the importance of continuous and comprehensive evaluation in the process of students learning.

## Course Contents :

### Unit I - Assessment and Evaluation in Education

Concept of measurement, assessment and evaluation  
Types, Need, scope and relevance of evaluation  
Principles of assessment and evaluation  
Test, scale and measurement  
Types of scale : nominal, ordinal, interval and ratio

### Unit II -Tools and Techniques of Assessment and Evaluation

Characteristics of a good measuring instrument  
Achievement test: steps of construction of achievement test – Teacher made and Standardized test  
Types of test items and its construction : subjective test items and objectives test item

Diagnostic test construction and preparation of remedial materials  
Analysis of test items – item difficulty level and item discrimination power

### **Unit III -Trends in Assessment**

Continuous and Comprehensive Evaluation  
Marking system vs Grading system  
Semester system (C B C S) Choice Based Credit System  
Open book examination and question bank

### **Unit IV - Basic Statistics in Evaluation**

Measure of Central Tendency:

Mean

Median

Mode

Measure of variability

Range

Quartile Deviation

Average Deviation

Standard Deviation

### **Assignment & Practical Works: (Any Two)**

Prepare an achievement test of any school subject of secondary school.  
Write one Assignment Workwith in the content  
Construct a remedial material for school students in any content problems.  
Select, analyses and try- out a sample tool/test with item discrimination power.

### **Learning Outcomes:**

#### **After completion of this course students would able to:**

Describe the role of assessment in education.  
Distinguish measurement, assessment and evaluation.  
Explain different forms of assessment that aid student learning.  
Use wide range of assessment tools, techniques and construct these appropriately.  
Evolve realistic, comprehensive and dynamic assessment procedures.  
Calculate item difficulty and discrimination power of a test item.  
Prepare a good achievement test on any school subject.  
Realize the importance of continuous and comprehensive evaluation in the process of students learning.

### **REFERENCES:**

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning.
6. Thousand Oaks, Clifornia: Corwin Press.
7. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
8. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
9. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.

10. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
11. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
12. Hopkins, K.D. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
13. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
14. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
15. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
16. New Delhi: NCERT
17. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

### SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-303T	Creating an Inclusive School	CC	4	30	70	100

#### OBJECTIVES:

- To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familiarize with the trends and issues in inclusive education
- To develop an attitude to foster inclusive education
- To develop and understanding of the role of facilitators in inclusive education
- To prepare teachers for inclusive schools

#### Course Contents:

##### Unit- I Introduction to Inclusive Education

Meaning, Objective , Need and Types of Inclusive Education  
Principles of Inclusive Education  
Solution and challenge of Inclusive Education  
ICT Material of Inclusive Education

##### Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

Legislation for inclusive education- National policy of disabilities 2006  
Sarva Shiksha Abhiyan (2002)  
NGO  
RTE-2009

##### Unit- III Exceptional Child and Special Educational

Exceptional Child : Meaning and Types  
Mentally Retarded Child  
Physically Handicapped Child  
Hearing Impaired Child  
Visually Handicapped Child

Emotionally Disturb Child

## Unit- IV Special Educational Need (SEN) of learners in Inclusive School

Speech Defective Childern

Language Handicapped Child

Learning Disadvantage Child

Parents of Exceptional Childern

Guidance of Exceptional Childern

Special School (Building Co-curricular Activities)

### Assignment & Practical Works: (Any Two)

One Assignment Work

Write a One Article of Disabilities Child

Case study of disabilities child

Write a report of evaluation process in inclusive school

### Learning Outcomes:

After completion of this course students would able to:

Understand of the concept and philosophy of inclusive education in the context of education for all.

Identify and address diverse needs of all learners

Describe the trends and issues in inclusive education

Apply the attitude to foster inclusive education

Develop and understanding of the role of facilitators in inclusive education

Prepare teachers for inclusive schools

### REFERENCES:

1. Ahuja,A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learnin Based pproach",  
a. National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
- 6<sup>प</sup> कुशवाहा, पुष्पलता एवं सक्सेना, कनक (2006), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
- 7<sup>प</sup> परवीन, आबिदा (2006), शिक्षण एवं अधिगम के मना-सामाजिक आधार, आस्था प्रकाशन, जयपुर
- 8<sup>प</sup> बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान, प्रकाशन, जयपुर
- 9<sup>प</sup> विन्दु आभारानी, सैक्सेना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
- 10<sup>प</sup> योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियों, विनोद पुस्तक मंदिर, आगरा
- 11<sup>प</sup> सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा,
- 12<sup>प</sup> हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

### SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-304T	Drama and Art in Education (EPC-II)	CC	2	50	--	50

#### OBJECTIVES:

- To develop skills of role playing and acting.
- To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.
- Course Contents:

#### Unit- I Write a Drama Scrip

Prepare a Drama for any Social issues (Class VI to XI)  
Role playing for different scene of Drama  
To know different types of Drama

#### Unit- II Fine Arts, materials and its relevancy (Any two works)

Mehendi, Drawing  
Rangoli/Model Preparation  
Poster Painting

#### Learning Outcomes:

After completion of this course students would able to:  
Develop skills of role playing and acting.  
Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

#### Assignment & Practical Works: (Any Two)

Prepare any one Assignment Work related to above units.  
Plan and organize any two activities related to above units.  
Prepare Arts and crafts with un usual material  
Prepare Fine Arts with paper □ Hand made Architecture  
Soft toys(Teddy bear) Dance Art  
Fine Arts/ Painting  
Skill of Playing musical instrument Food Shef  
Handicraft

#### REFERENCES:

1. Chandok, A. (2016). *Art and education*. Delhi: Bookman.
2. Chaturvedi, S. (2016). *Art education*. Delhi: Bookman.
3. Chauhan, R. (2016). *Drama, Art and Education*. Agra: Agrawal Publications, Sanjay Place.
4. Chawla, S. S. (1986). *Teacher of Art*. Patiala Publication Bureau, Punjabi University.
5. Esther, S. M. & Anand, K. P. (2019). *Art in Education*. Hyderabad: Neelkamal Publications.
6. Gill, R. (2017). *A textbook of art education*. New Delhi: Paragon International Publishers.
7. Gill, R. (2018). *Art Education*. New Delhi: Paragon International Publishers.
8. Jain, R. (2016). *Art education*. Delhi: Bookman.
9. Kakkar, R. & Makkhar, R. (2018). *Drama, art and aesthetics in education*. Agra: Rakhi Prakashan.
10. Kumar, R. (2016). *Drama and art in education*. Rajasthan: Jain Prakashan Mandir.
11. Ravikant, R. K., & Ananad, K. P. (2019). *Drama and Art in Education*. Neelkamal Publications.

12. Roy, R. (2017). *Perfect art education*. Arya: Publisher Company.
13. Saxena, A., Sirth, S. (2016). *Drama, art and aesthetics in education*. Agra: Rakhi Prakashan.
14. Sharma, R. P., Sharma, R. K. (2016). *Drama and art in education*. Agra: Radha Prakashan Mandir
15. Sharma, S. & Singh, K. (2016). *Art Education*. Delhi: Bookman.
16. Singh, C. (2016). *Drama and art in education*. Agra: Vinod Pustak Mandir.
17. Vatsyayan, K. (1977). *Classical India Dance in Literature and the Arts*. New Delhi: Sangeet Natak Akademi.

### SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-305T	Critical Understanding of ICT (EPC-II)	CC	4	50	50	100

#### OBJECTIVES:

- To explain the concept of ICT in education.
- To develop skills in using MS Office applications for education.
- To use internet efficiently to access information and communicate with others.
- To understand the applications of E-learning in education.

#### COURSE CONTENTS:

##### Unit - I MS Office

- MS- word (Text management)
- Power Point (Preparation of Slide)
- Smart Class
- E - Learning

##### Unit - II Internet and Multimedia

- E-mail, Chat
- Searching, Downlodng and Uploding
- Multimedia and its Education Uses.
- Mobile Banking

#### Assignment & Practical Works: (Any Two)

- Prapare one Assignment Work on any topic related to above units.
- Prapare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

#### Learning Outcomes:

##### After completion of this course students would able to:

- Explain the concept of ICT in education.
- Develop skills in using MS Office applications for education.
- Use internet efficiently to access information and communicate with others.
- Understand the applications of E-learning in education.

#### REFERENCES:

1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.

5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Reinhold Co. New Jersey, 1969
10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper 1<sup>st</sup>, NCET, 1967
- 12<sup>o</sup> 12. मिश्रा, महेन्द्र कुमार, (2007), शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर
- 13<sup>o</sup> 13. सिंह, मया शंकर, (2007), शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली-110002

### SEMESTER - III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-306P	Practical Work		2	50	--	50

SN	Practical Work	Maximum Mark
1	Micro Teaching	10 Marks
2	Demonstration Lesson	10 Marks
3	Book Review	10 Marks
4	Unit Plan	05 Marks
5	Blue Print	05 Marks
6	Digital Lesson Plan (Each Method)	10 Marks
<b>Total</b>		<b>50 Marks</b>

#### Guidelines for the Practical Work

##### ➤ Micro Teaching (Five Skills)

1. Skill of Introduction
2. Skill of Questioning
3. Skill of Exemplifying
4. Stimulus-Variation Skill
5. Black-Board Writing Skill

##### ➤ Book Review

(Except School text books) Selection, Deep Reading, Evaluation, Assessment and Report Writing for Submission (Any One)

### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
24BED-401T	Hindi	Pedagogy of a school subject	4	30	70	100

#### OBJECTIVES:

- भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।



- मध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- प्रश्न पत्र के निर्माण का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

**विषय वस्तु :**

**इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध**

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

**इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण**

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

**इकाई – तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन**

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विधाओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

**इकाई – चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन**

- (अ) अभिक्रमिit अनुदेशन विधि
- (ब) आगमन-निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्टीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

**सत्रीय कार्य : (किसी दो विषय पर)**

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।

- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना।
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विद्या पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

### Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विद्याओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

### संदर्भ ग्रन्थ सूची :

29. अवधेश अरुण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
30. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
31. कक्षा 6 से 12 वी तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्यपुस्तकें।
32. कुमार, योगेश, (2004), आधुनिक हिन्दी शिक्षण, ए.पी. एवं पब्लिशिंग कॉर्पोरेशन, नई दिल्ली।
33. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
34. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
35. पाण्डेय, रामशक्ल, (2008) हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
36. पारीक, सुधीर, टेलर लाल गोपाल (2008) पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
37. भाई, योगेन्द्रजीत, (2007), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
38. नाथ, देवेन्द्र, राष्ट्र भाषा हिन्दी की समस्याएँ एवं समाधान।
39. रमन, बिहारीलाल, (1990), हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
40. शर्मा, मन्जू, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
41. शर्मा, लक्ष्मी नारायण, (2001), हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा।
42. शर्मा, लक्ष्मी नारायण, (2004), भाषा की शिक्षण विधियाँ एवं पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा।
43. सत्तिगेरी, के. आय (2006), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
44. सिंह, निरंजन कुमार (2008), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
45. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

## SEMESTER-IV

Course	Course Title	Course	Credit	CIA	Theory	Total
24BED-402T	English	Pedagogy of a school subject	4	30	70	100

### OBJECTIVES:

- To know about various basics of grammar.
- To explain the place of English language in India.
- To describe English as a Second language in the multi -lingual country like India.
- To explain different methods of teaching English.
- To develop the lesson and its planning.
- To apply different teaching skills in the class room.

### Course contents:

#### Unit- I Basic English Grammar & it's Application

Parts of speech  
sentence pattern, Types  
Tense and verb patterns  
Preposition  
Voice change

#### Unit - II Place, importance and objectives of English as a second language:-

Importance of English language: comprehension of English and mother tongue based learning. Position of English: Pre & post Independence in India.  
Status of English in Indian school curriculum Second language  
First language  
English language teaching: problems & issues  
Library language  
Window on the world  
Medium of instruction  
Aims and objectives teaching English at different levels.

#### Unit- III Methods, Approaches and Strategies and Lesson Planning:

Grammar-cum-Translation method  
Direct method , Audio- lingual and Bilingual method  
Structural approach and Communicative approach  
Collaborative learning and Dramatization.  
Unit plan and Micro plan, Lesson planning , Blue print and Achievement test

#### Unit- IV Developing Language skill and Lesson Planning

Teaching Prose, Poetry, Story and Grammar.  
Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.  
Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias) Concept Mapping

Assignment & Practical Works: (Any Two)

List of structural items included in the text book at the secondary stage. Preparation of 5 word cards, 5 Picture cards and 5 puzzles.  
Enlist 50 innovative words with lexical interpretation. Prepare an audio/video recording for English Pronunciation

**Learning Outcomes:**

**After completion of this course students would able to:**

- Know about various basic application of grammar
- Explain the place of English language in India.
- Describe English as a Second language in the multi -lingual country like India. Explain different methods of teaching English.
- Apply different teaching skills in the class room.
- Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

**References :**

1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras : Orient Longman Ltd.
2. Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor (2000), 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. Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
7. Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
8. Lado, Robert (1971), Language Teaching, New Delhi, Tata McGraw Hill Publishing House Co. Ltd.
9. Leech, Geofferey and Svartvik, Jan (2000), Communicative Grammar of English Cambridge C.U.P.
10. Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
11. Palmer, H.L. (1964-65), The Principles of Language study, London: O.U.P.
12. Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
13. Richards J.C. and Rodgers.T.S. (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
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.
16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
17. Willis, Jane (1997), Teaching English through English, O.U.P.

**SEMESTER-IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-403T	Sanskrit	Pedagogy of a school subject	4	30	70	100

**OBJECTIVES:**

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।

  
 Dy. Registrar  
 Pandit Deendayal Upadhyaya  
 Shekhawati University,  
 Sikar (Rajasthan)

- संस्कृत शिक्षण के उाँश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास करना।
- विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

**विषय वस्तु :**

**इकाई – प्रथम – संस्कृत शिक्षण के सिद्धान्त, कौशल व उाँश्य**

- (अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता
- (ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र
- (स) संस्कृत शिक्षण के उाँश्य एवं अपेक्षित व्यवहारगत परिवर्तन
- (द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन
- (य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री

**इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान**

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) सन्धि –
  - अच् सन्धि – इकोयणचि, एचो-यवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
  - हल् सन्धि – स्तोः श्चुनोश्चुः, झलां जशोन्ते, यरो-नुनासिको वा, तोर्लिः
  - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः

- (द) समास – अवययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुब्रिहि समास, इनका सामान्य परिचय एवं समास विग्रह

**इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विद्याओं का अध्ययन एवं पाठयोजनाएँ**

- (अ) गद्य शिक्षण
- (ब) पद्य शिक्षण
- (स) व्याकरण शिक्षण
- (द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

**इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन**

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
  - प्रत्यक्ष विधि
  - संग्रन्थन विधि
  - आगमन निगमन विधि
  - विश्लेषणात्मक विधि
  - अनुवाद विधि / भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विद्या पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

### Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे।
- ❖ संस्कृत शिक्षण के उाँश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास कर सकेंगे।
- ❖ विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- ❖ संस्कृत भाषा शिक्षण में श्रव्य-दृश्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

संदर्भ ग्रन्थ सूची :

46. गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा -2।
47. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
48. मित्तल, सन्तोष (2004), संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
49. पाण्डेय, रामशकल (2003), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा -2।
50. शर्मा, रीटा, जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर - 302003
51. शर्मा, प्रभा (2006) संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।
52. शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
53. सफाया, रघुनाथ (1997), संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
54. साम्ब शिवमूर्तिः, कम्भभपाटि (2009), संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
55. सिंह, कर्ण (2004), हिन्दी शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी।
56. सिंह, सत्यदेव एवं शर्मा, शशिकला (2004), संस्कृत शिक्षण, इण्टरनेशनल हाऊस, मेरठ।

## SEMESTER-IV

Course	Course Title	Course	Credit	C.I.A.	Theory	Total
24BED-404T	Urdu	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES

- To enable the Pupil teacher to
- knowledge of mother tongue and to familiarize with the appropriate terminology.
- working knowledge of grammatical system in Urdu.
- write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- observation and demonstration of teaching skills.
- writing habit and skill to explain various methods of writing and to expose their difference.
- awareness of formation of good sentences.
- awareness with the method of teaching language differently.

### Course contents:

#### UNIT-I: ROLE AND IMPORTANCE OF URDU LANGUAGE

Nature of Urdu Language  
language of knowledge  
Urdu as Urdu as a first, second and third language  
Urdu as Mother tongue and school language, Importance of Urdu language in curriculum.

#### UNIT-II: AIMS AND OBJECTIVES OF URDU LANGUAGE PEDAGOGY

Aims and objectives of pedagogy of Urdu Language at different levels.  
difference between Urdu language as a school subject and language as a medium of instruction and communication,  
Methods of Urdu Language Teaching; Grammar cum translation method, Direct method, Natural method, Communicative approach  
General Principles and maxims of Urdu teaching

#### UNIT-III: lesson planning and its teaching-learning materials

Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M,BLOOMS,N.C.E.R.Tand significance. Year and Unit planning in Urdu teaching.  
Lesson plan of Prose, Poetry and Grammar in Urdu teaching.  
Micro teaching skill  
Audio-visual aids and their importance in Urdu teaching and co-curricular activities

#### UNIT-IV Assessment & Evaluation

Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language  
Evaluation of integrated lesson plan in Urdu language  
Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS)  
Construction of Achievement test in Urdu language  
Diagnostic Evaluation, Remedial teaching in Urdu language.  
Learning outcomes: The Pupil teachers will be able to:

understand the need and importance of Urdu Language  
 develop proficiency in the Urdu Language  
 be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language  
 use technology to enrich Urdu Language Teaching  
 be aware of the pedagogical practices required for teaching Urdu as Language  
 encourage continuous professional development in Urdu Language  
 develop an appreciation the role of Urdu Language in both academic and Social Life.

## References :

1. Teaching of Urdu; Saleem Farani
2. Method of Teaching Urdu; Fakhrul Hasan
3. How to Teach Urdu; Moulvi Salim Abdullah
4. How to write Urdu; Rasheed Hasan Khan
5. Poetry and Teaching of Poetry; Akhtar Anshari
6. Teaching of Language; Moulvi Abdul Hai
7. Qaumi Darsiyat Ka Khaka(2005) NCERT, New Delhi.
8. National Focus Group ka Position Paper(2010) \_barae Hindustani Zabanon ki Tadrees' NCERT, New Delhi.
9. Rahnuma Kitab (Teachers\_ Manual) (2010)Secondary & Higher Secondary Stage, NCERT, New Delhi.
10. Tadrees aur Aamozish ke Tameeri Ravaiye,(2011)NCERT, New Delhi,
11. Bachche ki Zaban aur Ustad-ek Lahiya amal,(2007), National Book Trust, New Delhi.
12. Agnihotri, R.K,(1995), Multilingualism as a classroom resource, Spriti Publication, Johannesburg.
13. Mohanty, A.K, (2015), Bilingualism in a multilingual society, CHL, Mysore.
14. Ottaway, A.K.C,(n.d), Usool-e-Talim aur Amal-e-Taleem,NCPUL, New Delhi.
15. NCERT. (2006). Position paper-National focus group on Teaching of Indian Language. retrieved from <https://ncert.nic.in/focus-group.php?ln>

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-405T	History	Pedagogy of a school subject CE	4	30	70	100

## OBJECTIVES:

- To understand the aim and objectives of teaching history at different levels of the secondary stage. To apply different approach to organize history
- To understand the types of evaluation of teaching history
- To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- To develop the skill to plan for instruction and the instructional support materials.
- To develop the skill related to diagnostic testing and remedial teaching



## **Course Contents:**

### **Unit- I Meaning, Nature and Curriculum of Teaching History**

Concept and Objective of Teaching History of the Secondary Stage.  
Correlation of History with other school subject.  
Principle of Curriculum Teaching History.  
Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric

### **Unit- II Methods and planning in Teaching History**

Lesson plan and Unit plan  
Story Telling, Biographical, Source, Time-line, Supervised, and Project Method  
History Teacher-professional growth in change's  
Teaching Aids- meaning, Type's and importance

### **Unit- III Evaluation of Teaching History**

Concept of Evaluation  
Purpose of Evaluation in Teaching History  
Types of Evaluation (Essay Types, short Answer Types and Objective Types)  
Blue-Print & Construction of Achievement Test in History

### **Unit- IV Innovative Methods in Teaching History**

Programmed instruction method,  
Team-Teaching  
Panel discussion  
Field trip

#### **Assignment & Practical Works: (Any Two)**

Historical study of a place of Local Important  
An Essay on any current Issue  
Critical Appraisal of any of the History Text books Prescribed for the Secondary level Preparing a Scrap-book on Any one aspect of History and Culture  
Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview.  
One Assignment Work on any topic related with above Unit.

## **Learning Outcomes:**

After completion of this course students would able to:

Understand the nature, scope and importance of learning history at secondary.  
Explain aim and objectives of teaching history at different levels of the secondary stage.  
Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum  
Organize Co-curricular activities and community resources for promoting history learning.  
Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.  
Understand the skill to plan for instruction and the instructional support , materials.  
Develop the skill needed for diagnostic testing and remedial teaching

## **REFERENCES:**

1. Allen. J.W., (Black Wood-1909), The Place of History in Education, Chapter 2& 3
2. Burshon W.H., (Mathuen 1963), Principles of History Teaching, Chapter 1&10

3. Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter 2
4. Drummond H. A., (Harrap-1929), History in Schools, Chapter 2&3
5. Gunning, Dennisa (1978), The Teaching of History, Goom Helm Ltd., London
6. Khan, S.V., (1998), History Teaching Problems, Prospective and Pospect, Heera, N. Delhi
7. Kochher S. K., (1967), The Teaching of History, Sterling Pub. Delhi, Chapter pp.7-11
8. अग्निहोत्री रवीन्द्र, (2007), आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
9. कक्षा 6 से 12 तक इतिहास की पाठ्यपुस्तकें (2014), एन.सी.आर.टी., नई दिल्ली
10. जोशी दिनेश सिंह, मेहता चतरसिंह (2007), शिक्षक प्रशिक्षण के सिद्धान्त और समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
11. नार्गाचार्य, जे.सी. (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
12. रूहेला एस.पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
13. सिङ्गाना, अशोक, पी.एन. मेहरोत्रा (2005), सामाजिक अध्ययन शिक्षण, शिक्षा प्रकाशन जयपुर
14. कुमार विष्णु (2016), इतिहास शिक्षण, शिक्षा प्रकाशन जयपुर
15. सिंह कर्ण (2016), इतिहास शिक्षण, राखी प्रकाशन, आगरा

### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-406T	Civics	Pedagogy of a school subject CE	4	30	70	100

#### OBJECTIVES:

- To explain the role of civics to promote International Understanding.
- To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- To prepare different methods of teaching civics
- To apply various Fundamental Principal of Formulation Curriculum in Civics
- To develop competencies related to teaching of civics.

#### COURSE CONTENTS:

##### Unit- I Theoretical Perspective of Civics Teaching

Meaning & Development of Civics.

Nature, Scope & Developing Critical Thinking about Civics.

Role of Civics in Promoting International Understanding.

Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

##### Unit- II Planning of teaching & Evaluation

Planning-annual Plan, Unit Plan, & Daily Lesson Plan.

Audio Visual Aids.

Inovation

Evaluation (different types of test, setting, question paper, blue print, scoring key).

##### Unit- III Methods of teaching Civics

Lecture Method

Project Method

Problem Solving Method

Programme Learning

Team Teaching  
Discussion Method,  
Demonstration

#### Unit- IV Curriculum Planning & Activities

Selection & Organization Content at Various Levels  
Fundamental Principal of Formulation Curriculum in Civics  
Charactristics of a good Text Book  
Planning a Civics Studies Room

#### Assignment & Practical Works: (Any Two)

Write an essay on any political problem  
One Assignment Worksolve.

A critical study of Any one aspect of the constitution or one of its amendments.

- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

#### Learning Outcomes:

#### After completion of this course students would able to:

- Understand the role of civics.
- Understand the Planning of teaching & Evaluation.
- Prepare Fundamental Principal of Formulation Curriculum.
- Develop competencies in teaching of civics.

#### References :

1. त्यागी, गुरुसरन दास (2007), नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मंदिर, आगरा।
2. नायक, ए.के. राव, वी.के. (2010), माध्यमिक शिक्षा प्रकाशन, राजस्थान हिन्दी ग्रन्थ अकादमी।
3. बघेला, हेतसिंह, व्यास, हरिश्चन्द्र (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।
4. मिश्रा, महेन्द्र (2008), नागरिक शास्त्र शिक्षण, युनिवर्सिटी बुक हाउस।
5. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 6 से 12 की पुस्तकें।
6. सक्सेना, सरोज (2008), नागरिक शास्त्र शिक्षण, साहित्य प्रकाशन, आगरा।
7. सक्सेना, राधाशानी एवं गोदिका एवं साधना, बघेल रामप्रकाश, नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
8. सफाया, शुक्ला, भाटिया (2006), शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग।
9. सिंह, रामपाल (2004), शिक्षा एवं उदीयमान भारतीय समाज, विनोद पुस्तक मंदिर, आगरा।
10. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।

#### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-407T	Social Studies	Pedagogy of a school subject	4	30	70	100

#### OBJECTIVES:

- To enable the students to understand the meaning of social science and correlate with modern social science .
- To understand the different approaches and organizing Social Science To prepare students for panel discussion , seminar and workshop

- To enable the student – teacher to critically examine the social science syllabus and text books. To develop the classroom skills and use of techniques for teaching of social science.
- To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

## **Course Contents:**

### **Unit -I An Overview of Social Science**

Social Science: concept, nature and scope

Relationship of Social Science with other School Subjects (History, Sociology, Political Science Economics, Mathematics, Science and Technology)

Need and Importance of Teaching Social Science

Objectives of Teaching Social Science at School Level: Elementary Level, Secondary Level

### **Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching**

Different Approaches to Organizing Social Science

Chronological

Biographical

Concentric

Characteristics of Good Text Book

Planning a Social science Room

Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher

Planning for Teacher of Social science

Annual plan

Unit plan

Lesson plan

### **Unit - III Methods of Teaching Social Science**

Storytelling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.

Team Teaching

Panel Discussion, Seminar and Workshop

Field Trips

Programmed Instruction

### **Unit - IV Use of Instruction Material and Evaluation in the Social Science**

Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.

Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .

Concept, Importance and Purpose of Evaluation in Social Studies. Construction of Blue Print and Achievement Test in Social Science

### **Assignment & Practical Works: (Any Two)**

Studying historical monuments available locally and writing report on it Prepare a scrape book on any social issue

Studying any social problem and write a report of the same  
Two abstracts of articles published in news papers journal on current social issues Assignment Work any two topic  
Prepare a lesson plan using local/ community resources as teaching aids (fair, festival, person, place etc.)  
Construction, administration and interpretation an achievement test of any standard of school  
Make 2 different teaching materials using different type of teaching ( e.i. Charts, atlas model & power point etc) at school social science subject  
Write film script

## Learning Outcomes:

After completion of this course students would be able to:

- Understand the need for learning social science .
- Understand the place of social science in the secondary school curriculum.
- Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- Critically examine the social science syllabus and text books. Develop the classroom skills needed for teaching of social science.
- Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- Acquire the ability to develop instructional support materials. Review the text –book of social science (secondary level).

## References :

1. Agrawal, J.C., Teaching Social Studies, Vikas Publishing House, Pvt. Ltd., Delhi, 1989.
2. Bining, A.C. and Brining, D.H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
3. Bhattacharya and Daqi, D.R., Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
4. Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
5. Kaushik, Vijay kumar, Teaching of Social Studies in Elementary School, Anmol Publication, New Delhi.
6. Kochher, S.K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
7. Wesley, E.B. & Wronski, S.P. Teaching of Social Studies in High School, D.C. Health and Company Bostan, 1958
8. Yagni, K.S., Teaching of Social Studies in India, Orient Longman, Bombay, 1996
- 9<sup>०</sup> प्रसाद, भुवनेश्वर, समाज अध्ययन का शिक्षण, ज्ञानपीठ प्रा. लिमिटेड, पटना – 1992
- 10<sup>०</sup> सिंह रामपाल, सामाजिक अध्ययन का शिक्षण, लक्ष्मी नारायण अग्रवाल, आगरा, 1998

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-408T	Economics	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level. To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics.

### COURSE CONTENTS:

#### UNIT-I Concept of Economics

The Place of Economics in School Curriculum.

Aims and Objectives of Teaching Economics at the Secondary Level

Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

#### UNIT-II Principle of Curriculum Planning

Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.

Curriculum Planning and Activities.

Evaluation of Text-books in Economics at the School Level:

Criteria of Good Text-book

Assignments, Exercises, Glossary and Summary in the Text

Maxims and Principles of Class-room Teaching.

Class-room Observation.

#### UNIT-III Planning and Methods of Teaching Economics

Lecture Method.

Project and Problem Solving Method.  
Discussion Method.  
Inductive and Deductive Method.  
Unit and Daily Lesson Plannings  
Teacher's Role and Attitude

#### **UNIT-IV Instruction Material and Evaluation in Economics**

Black-board, Maps, Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.

Importance and Concept of Evaluations,

Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.

Blu Print

Preparation, Administration and Scoring of Unit Test.

#### **Assignment & Practical Works: (Any Two)**

Preparation of two teaching aids related to subject. (PPT Transparency)

Review of two published papers related to subject. Review of a text-book at school level.

#### **Learning Outcomes:**

After completion of this course students would able to: Explain the basic of Economics.

- Understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Organize group activities and projects in the subject.
- Use of various methods of teaching Economics.
- Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Appropriate attitudes towards the country's Economy.
- Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- Prepare unit plan, lesson plan and related teaching learning strategies.
- Review the text book of Economics.

#### **REFERENCES :**

1. Arora, P. N.; Evaluation in Economics, NCERT, New Delhi, 1985
2. Arora, P. N. & Shori, J. P.; Open Book Examination Questions in Economics, NCERT, New Delhi, 1986
3. Bining and Bining, Teaching of Social studies in secondary schools.
4. Chakravorty, S.; Teaching of Economics in India, Himalaya Publishing, 1987
5. Hicks, J. R.; The Social Framework – An Introduction to Economics, Oxford University Press, London, 1960.
6. Husen Dr. N., Teachers Manual in Economics, Published by Regional college of Education, Ajmer
7. Kanwar, B. S.; Teaching of Economics, Prakash Brothers, Ludhiana, 1973
8. Lee, N. (ed); Teaching Economics, Heinemann Educational Books, Prentice Hall, London, 1975
9. Oliver, J. M.; The Principles of Teaching Economics within the Curriculum, Routledge & Kegan Paul, London, 1977
10. Sachs, I (ed.); Main Trends in Economics, Projects and Role Playing in Economics, Macmillon,

11. London, 1971
12. Sharma Kadamari, Teaching of Economics, Tripat Tuteja Commonwealth Publishers.
13. Siddiqui Mujibul Hasan, Teaching of Economics, Ashish Publishing House, 8/88 Punjabi Bagh,
14. New Delhi- 110026
15. Whitehead, D. J. (ed.); Handbook for Economics Teachers, Heinemann Education Books, London, 1975

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED409T	Geography	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To understand the modern concept of Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.
- To apply appropriate method and techniques of teaching to particular topics at different levels.
- To arrange field trips and local surveys.

### Course Contents:

#### Unit- I Concept and Objectives

Development of Geography, Modern concept and new trends of Geography. Its place in schools curriculum. Its importance in day to day life and International understanding Correlation of Geography with other school subjects.

Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

#### UNIT- II Curriculum planning in Geography

Principles of curriculum construction in Geography and its critical appraisal

Basic Principles for selection and organization of content according to learners level.

Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.

Evaluation of text book in Geography.

#### UNIT- III Methods, Planning for teaching and role of teacher

Annual plan, Unit plan methods, Daily lesson plan

Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method.

Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.



Qualities, Role and professional growth of Geography teacher

## **UNIT-IV Use of Instructional Material and Evaluation in Geography**

Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus. Evaluation of achievements in Geography. Construction of achievement test.

Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.) Blue-Print, preparation of question paper and item analysis.

### **Assignment & Practical Works: (Any Two)**

Prepare a scrap book on Geographical articles and news. Preparation of maps, charts and models for physical Geography Develop some lesson plan based on new methods and approaches.

Write one or two article or abstract related to the current issues of Geography Critical appraisal of geography syllabus at secondary level.

Construction of objective type test items.

Collection of news paper cuttings related to Geographical issues.

Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.

Practical demonstration of the ability to use some weather instruments.

Prepare a report on visit to some place of Geographical interest.

### **Learning Outcomes:**

**After completion of this course students would able to:**

Understand the modern concept of Geography and its correlation with other school subjects. Explain co-curriculum activities in geography.

Prepare various teaching plans. Explain different teaching aids.

### **REFERENCES :**

1. Arora, A. K. (1976), The Teaching of Geography, Prakash Brothers, Jalandhar
2. Bamard, Principles and Practical of Teaching Geography.
3. Broadman, David (1985), New Directions in Geography Education, Fehur Press, London
4. Fairgrieve, J. . (1937), Geography in school, London, University Tutorial Press
5. Hall, David . (1976), Geography and Geography Teacher, Unwin Education Books, London
6. Huckle, J. . (1983), Geographical Education Reflection and Action, Oxford Press, London
7. Macnee, E.A. . (1937), Suggestion for the Teaching of Geography in India- London, Oxford University Press
8. Morrey, D. C. . (1972), Basic Geography, Heinemann Education Books, London
9. Rao, M.S., Teaching of Geography.
10. Scarfe, N.V. . (1995), A Handbook for Geography Teachers, London Methurn & Co.
11. Source Book for the Teaching Geography- UNESCO Publication.
12. UNESCO; New Source Book for Teaching Geography
13. Verma, O. P. . (1984), Geography Teaching, Sterling Publications Ltd., New Delhi
14. Walford, Rex . (1981), Signposts for Geography Teaching, Longman, London

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-410T	Home Science	Pedagogy of a school subject	4	30	70	100

### OBJECTIVES:

- To understand the Concept, Nature and Scope of Home science.
- To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- To stimulate curiosity and creativity for application of different methods according to learning situations.
- To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

### Course Contents:

#### Unit- I Theoretical Perspective of Home Science

Concept, Nature and Scope of Home science

Correlation of Home science with other school subjects in context of resolving problems related to family and community

Vocational skill Development through Home science teaching Aims and objectives of Home science teaching

#### Unit- II Planning, Curriculum & Evaluation

Planning : Concept, Types and Significance

Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented

E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health

Co- curricular activities : Group Discussion, Exhibition, Excursion etc

Blue print construction, Continuous & Comprehensive Evaluation in Home science

#### Unit- III Approaches and methods : Concept, Process, Scope and limitations :

Constructivist approach Problem solving method Project method Experimental method

Dalton method and Dramatization

#### Unit- IV Measurement and Evaluation

Concept of Measurement and Evaluation Criteria of good Evaluation

Preparation of Blue Print

Dignostic test and Remedial learning material Continuous and Comprehensive Evaluation Assignment & Practical Works: (Any Two) Prepare a survey report for vocational skill development through Home science at college level Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report

Construct a project related to recent problem in local area

Develop a diagnostic test for students and plan remedial works for them

Prepare two lesson plan based on Constructivist/ experimental approach for students

### Learning Outcomes:

After completion of this course students would be able to:

Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level. Stimulate curiosity and creativity for application of different methods according to learning situations. Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

### References:

1. Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
2. Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
3. Jha, J.K. (2001), Encyclopedia of Teaching of Home Science, (Vol. I & II), Anmol Publication, New Delhi
4. Lakshmi, K. (2006), Technology of Teaching of Home Science, Sonati Publisher, New Delhi
5. Nibedita, D. (2004), Teaching of Home Science, Dominant Publisher, New Delhi
6. Shah, A. et al (1990), Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
7. Shalool, S. (2002), Modern Methods of Teaching of Home Science (I Edition) Sarup & Son's, New Delhi.
8. Sherry, G.P. avum Saran, D.P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
9. Sukhia, S.P. avum Mahrotra (2009) Grih Vigyan, Haryana Sahitya Academy, Chandigarh
- 10<sup>प</sup> कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
- 11<sup>प</sup> शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा

### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-411T	Chemistry	Pedagogy of a school subject CE	4	30	70	100

### Objectives:

- To develop a broad understanding of the principles and procedures used in modern science specially in chemistry.
- To develop essential skill for practising modern science education.
- To understand aims and objectives of chemistry.
- To gain ability for critically evaluate the existing syllabus of science.
- To prepare achievement test and diagnostic test.
- To enable him to organize co-curricular activities related to science.
- To appreciate the contribution of world scientist in connection with historical development of chemistry.

## Course Contents:

### UNIT-I Nature and Scope

Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects

Values of Teaching Chemistry

Scientific Attitude, Scientific

Literacy

Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.

Globalisation and Chemistry

### UNIT-II Curriculum planning and activities

Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum

Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library

Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

### UNIT-III Methods and approaches of teaching

Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method

Panel Discussion. Seminars and Workshop Laboratory Method.

Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips

Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safety measures in Laboratory

### UNIT-IV

Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedogogical Analysis Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution

Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test Achievement and Diagnostic Test

### Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

### Learning Outcomes:

After completion of this course students would able to:

- Understanding Importance of Chemistry and correlate it with other subjects
- Acquient with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.

- Prepare achievement test and diagnostic test.
- Organize co-curricular activities related to science.

## References :

16. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
17. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
18. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
19. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
20. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
21. NCERT: General Science, Handbook of activities Class-VI-VIII
22. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
23. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
24. अग्रवाल वी. पी., सिडाना के., पारीक के., (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
25. कुलश्रेष्ठ पी.के. (2008), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
26. नेगी जे.एस. नेगी आर. (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
27. रावत डी.एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
28. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
29. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
30. श्रीमाली एन.के., भूषण ए., रिहानी आई. (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

### Semester

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-412 T	Physics	Pedagogy of a school subject CE	4	30	70	100

## Objectives:

- To appreciate the contribution of eminent physicist in connection with the development of the subject.
- To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- To develop scientific attitude and provide training in scientific method to their student.
- To write objectives in behavioural term content analysis and content mapping .
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation.
- To prepare test paper for theory and practical work.

## Course Contents:

### Unit- I Nature Scope & Curriculum

Nature of science and physics, major milestones in the development of physics

Aims, objectives and values of teaching physics at secondary and senior secondary level  
Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience  
Correlation of physics with other school subjects and its role in daily life  
Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

### **Unit- II Planning for Instruction and Role of Teachers**

Writing of objectives in behavioural terms, content analysis.  
Developing yearly, unit and daily lesson plan.  
Teachers role in training students in scientific method and in development of scientific attitude.  
Qualities, responsibilities and professional growth of physics teacher.  
Creativity among students.

### **Unit- III Methods and Approaches of Teaching Physics**

Demonstration method, Heuristic method, Inductive-Deductive method.  
Laboratory method, Project method, problem solving method, assignment method.  
Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT  
Co-curricular activities like science club, science fairs and field trip.  
Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

### **Unit- IV Evaluation**

Types of test items.  
Construction of various test items.  
Preparation of blue print and achievement test.  
Diagnosis and remedial teaching in physics, enrichment material.  
Evaluation and practical work in physics.

### **Assignment & Practical Works: (Any Two)**

Planning of an out of class activity to use local environment to teach physics.  
Life sketch of any two modern physicists.  
Essay related to a topic prescribed in the paper .  
Case study of Any one senior secondary lab of physics.  
Conducting and reporting three experiments useful at secondary level.  
Description of design of any improvised apparatus.

### **Learning Outcomes:**

#### **After completion of this course students would able to:**

Appreciate the contribution of eminent physicist in connection with the development of the subject.  
Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.  
Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.  
Develop scientific attitude and provide training in scientific method to their student.  
Write objectives in behavioural term content analysis and content mapping .  
Develop yearly plan, unit plan and lesson plan.  
Plan, equip and organize physics practical in the laboratory.  
Use various methods with appropriateness of content, level and classroom situation.

## References :

16. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
17. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
18. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
19. Sharma, R:C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
20. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
21. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
22. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
23. अग्रवाल वी. पी., सिडाना के., पारीक के., (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
24. कुलश्रेष्ठ पी.के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
25. त्यागी एस. के. (2000), भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा
26. नेगी जे.एस. नेगी आर. (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
27. रावत डी.एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
28. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
29. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
30. श्रीमाली एन.के., भूषण ए., रिहानी आई. (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-413T	Mathematics	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

- To understand and appreciate the uses and significance of Mathematics in daily life
- To learn various approaches of teaching mathematics and use them judiciously
- To know the methods of planning instruction for the classroom.
- To prepare curricular activities and organize the mathematics Laboratory.
- To appreciate and organize activities to develop aesthetics of mathematics.
- To give competence in teaching different mathematics topic effectively

### Course Contents:

#### Unit- I Concept meaning and objectives of mathematics.

Concept, meaning and nature of mathematics

History of mathematics

Contribution of Indians and western mathematics.

Aims and objectives of teaching mathematics

Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

#### Unit- II Methods and approaches of teaching mathematics.

Inductive vs. Deductive

Analytical vs. synthesis

Heuristic, Project, drill, assignment and supervised study, Laboratory method.

Lesson planning, Unit plan and Yearly plan for mathematics teaching.

Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

### **Unit- III Planning for instruction and curriculum.**

Curriculum development principle for the secondary and senior secondary level.

Teaching of Arithmetic, algebra and Geometry

Text book in mathematics, Quality of good book in mathematics.

Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.

Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

### **Unit- IV Evaluation in teaching mathematics:**

Academic testing – objective vs. subjective type test.

Diagnostic evaluation in mathematics.

Preparation of blue print and achievement test.

Preparations of standardized vs. teacher made test in mathematics.

Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

### **Assignment & Practical Works: (Any Two)**

Preparation of detailed plan about development of mathematics laboratory or mathematics club.

Life sketch of any two Mathematicians.

Essay related to a topic prescribed in above paper.

Prepare a case study of slow learner in mathematics or gifted child in mathematics.

Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

### **Learning Outcomes:**

After completion of this course students would able to:

Understand and appreciate the uses and Significance of Mathematics in daily life

Use various approaches of teaching mathamethics and use them judiciously.

Understand the methods of planning instruction for the classroom.

Prepare curricular activities and organize the mathematics Laboratory.

Appreciate and organize activities to develop aesthetics of mathematics.

Give competence in teaching different mathematics topic effectively



## REFERENCES :

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
- 5<sup>प</sup> जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- 6<sup>प</sup> नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
- 7<sup>प</sup> रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
- 8<sup>प</sup> सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-414T	General Science	Pedagogy of a school subject CE	4	30	70	100

## OBJECTIVES:

- To develop the knowledge about science and its nature.
- To acquire the knowledge about contribution of eminent Indian scientists.
- To aware about the aims, objectives and construction of curriculum.
- To develop understanding about co-curricular activities, methods of teaching and preparation of test paper.

## COURSE CONTENTS:

### UNIT- I Concept and Nature of General Science

- Science : concept, nature and scope
- Correlation of science with other subjects
- General Science and its importance in school curriculum.
- Inquiring influence of science on man and environment.
- Scientist and their professional achievement.

### UNIT- II Aims Objectives and Curriculum

- Writing aims and objectives in behavioural term.
- Developing yearly, unit and daily lesson plan.
- Principle of curriculum construction in General Science.
- Teachers role in training students in scientific method and scientific attitude.
- Professional growth of General Science teacher.

### UNIT-III Methods of Teaching General Science

- Lecture method, Demonstration method
- Inductive-deductive method
- Project method, problem solving method
- Laboratory method, Assignment method

Heuristic method

## UNIT- IV Activities and Evaluation

Science laboratory

Teaching aids in General science- OHP, LCD Projector , Television.

Co curricular activities, Science club, Science fair

Evaluation : concept and importance

Preparation of blue print and test paper construction.

### Assignment & Practical Works: (Any Two)

Make a list of practicals related to secondary science curriculum.

Essay related to one topic prescribe in the paper.

Preparation of a comprehensive field trip to plan for a group of twenty students.

Make a list of local resources useful in teaching general science to the students.

Make a visit at any senior secondary science laboratory of a school and prepare a report.

Conducting and reporting three experiments useful at secondary level.

Make a presentation based on any above topic.

### Learning Outcomes:

#### After completion of this course students would able to:

Contribution of eminent Indian scientists in connection with the development of the subject.

Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.

Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.

Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.

Develop a broad understanding of the principles and procedures used in modern science education.

Prepare test paper for evaluation.

### References

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Handbook of activities Class-VI-VIII
8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
9. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
- 10 अग्रवाल वी. पी., सिद्धान्त के, पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर

- 2<sup>o</sup> कुलश्रेष्ठ पी.के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा  
 3<sup>o</sup> नेगी जे. एस. (2007), भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा  
 4<sup>o</sup> नेगी जे.एस. नेगी आर. (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर आगरा  
 5<sup>o</sup> भूषण शैलेन्द्र (1977), जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा  
 6<sup>o</sup> रावत डी.एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा  
 7<sup>o</sup> शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली  
 8<sup>o</sup> सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा  
 9<sup>o</sup> श्रीमाली एन.के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

#### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-415T	Biology	Pedagogy of a school subject CE	4	30	70	100

#### OBJECTIVES:

- To acquire the knowledge of nature and scopes of Biology.
- To develop understanding the principles of curriculum, planning and E-resources in Biology.
- To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- To aware about construction of blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

#### Course Contents:

##### Unit- I Theoretical Perspective of Biology

Meaning , Nature and Scope of Biological science and its branches  
 Historical Development of Biological science  
 Development of values through Biology teaching  
 Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge  
 Developing and significance of Scientific Temper through activities  
 Aims and Objectives of Biological teaching  
 Writing Objectives in Behavioral terms and Content analysis

##### Unit- II Curriculum and Planning

Concept and principles of curriculum  
 Models and approaches related to curriculum organization  
 Recent curriculum innovations in context of National Curriculum Framework (NCF)  
 Planning : Concept, Types and Importance  
 Co- Curricular activities- Excursion, Science fair, Science club  
 E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

##### Unit- III Methods and Approaches

Herbertian & Constructivist approach (Five 'E' model)  
 Co- operative learning approach

Inquiry training model & its application

Problem solving approach

Inductive and Deductive methods

Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

#### Unit- IV Measurement and Evaluation

Concept of Measurement and Evaluation

Criteria of good Evaluation

Preparation of Blue Print

Diagnostic test and Remedial learning material

Continuous and Comprehensive Evaluation in biology

#### Assignment & Practical Works: (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
  - Prepare the report on environmental problems in local area and resolving issues through scientific project.
  - Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
  - Organization of exploratory activities to develop scientific attitude and temper

#### Learning Outcomes:

- After completion of this course students would able to:
- Acquire the knowledge of nature and scopes of Biology.
- Understand the principles of curriculum, planning and E-resources in Biology.
- Know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- Construct blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

#### REFERENCES:

1. Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
2. Grear, T. L., The Teaching of Biology in Secondary Schools.
3. Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4. Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004), Method of Teaching Life Science, Discovery Publishing House, New Delhi.
5. Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi.
6. Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Corporation, New Delhi.
7. Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
8. Yadav, M. S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.
9. कुलश्रेष्ठ, प्रदीप कुमार (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. भूषण, शैलेन्द्र (2008), जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. मंगल, एस.के. (2010), जैविक विज्ञान शिक्षण, लॉयल बुक डिपो, मेरठ
12. माहेश्वरी बी.के. (2003), जीव विज्ञान शिक्षण, सूर्या पब्लिकेशन, मेरठ
13. शर्मा एस.आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली

14. सक्सेना, इनिड (2007), विज्ञान शिक्षण, यूनिवर्सिटी बुक हाउस (प्रा.) लि., जयपुर
15. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
16. श्रीमाली नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-416T	Commercial Practice	Pedagogy of a school subject CE	4	30	70	100

### OBJECTIVES:

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

### COURSE CONTENTS:

#### Unit - I Concept of teaching commerce

- Meaning, nature and scope of commerce education.
- Aims, objectives and values of teaching commerce at senior secondary level.
- The place of commerce in education.
- Qualities of commerce teacher , role and professional growth.

#### Unit - II Planning of Teaching Commerce

- Unit plan and daily lesson plan.
- Maxims of teaching.
- Devices of teaching commerce.
- Classroom observation

#### Unit -III Methodology of Teaching Commerce

- Modern Methods of Teaching Commerce :
- Analytic & Synthetic method
- Socialised Recitation Method
- Team teaching
- Programmed instruction method
- Project Method

#### Unit - IV Instructions Material and Evaluation in Commerce Education

- Importance of teaching aids for effective instruction commerce education.

Different audio-visual equipment and material used commerce education.

Evaluation in commerce importance, type of tests essay, short answer and objective type.

Blue print.

Construction of Achievement Test.

### Assignment & Practical Works: (Any Two)

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T.,

### Learning Outcomes:

After completion of this course students would able to:

- Acquire the basic understanding in the field of commerce education.
- Develop the ability to plan curriculum and instructions in commerce at school level.
- Develop the ability to critically evaluate existing school syllabus and text book.
- Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- Prepare an achievement test.
- Use commercial efficiency among students.

### REFERENCES :

1. Bhorali devadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd. New delhi
2. Gortside .L. (1970), Teaching business subject, the modern approach made and printed in great Britain by the Garden press Ltd. Leteworth , Hert ford shire
3. Jain KCS (1986), Vanyjaya shikhan (Hindi) general academy
4. Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
5. Neeb W.B. (1965), modern business practice, The Ryerson press Toronto
6. Rai B.C. 1986 method of teaching commerce, prakashan Kendra luck now
7. Rao seema (1995), Teaching of commerce, anmol publication Pvt.
8. Singh , I. B. vanijaya ka adhyayan laxmi narayan aggarwal, agra
9. सिंह एवं सिंह : वाणिज्य शिक्षण

### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-417T	Book-keeping	Pedagogy of a school subject CE	4	30	70	100

### Objectives:

- To acquire the basic understanding of teaching of Book-keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book-Keeping.
- To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- To give information about appropriate methods and devices of teaching particular topics for book-keeping.
- To develop necessary skill in preparation of using various teaching aids.
- Course Contents:

### Unit- I Meaning and scope of Book-keeping and Accountancy

Meaning and scope of book-Keeping and Accountancy. its value and Importance in Social Life.  
Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.  
Teachers Role and Attitude.

## **Unit - II Planning of Teaching Book-keeping and Accountancy**

Unit plan  
Lesson plan  
Annual plan  
Maxims and principle of classroom teaching  
Classroom observation

## **Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy**

Teaching Approches of Book-keping and Accountancy  
Journal Approch, Ledger Approch  
Cash book Approch, Equation approch  
Text book-keeping and accountancy their importance Criteria for selection of text book. Reference book and Journal.  
Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

## **Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy**

Audio-visual aids in teaching Book-Keeping and accountancy computer. (tally) Internet  
Evaluation of students performance  
Blue Print  
Construction of Achievement Test

## **Assignment & Practical Works: (Any Two)**

Content related to subject topic

Any one subject topic

## **Learning Outcomes:**

After completion of this course students would able to:

- Acquire the basic understand of teaching of Book-keeping and Accountancy.
- Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- Critically evaluate the existing school curriculum of Book-Keeping.
- Impart Knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- Apply appropriate methods and devices of teaching particular topics for Book – Keeping.
- Prepare achievement and diagnostic Tests.
- Develop necessary skill in preparation of using various teaching aids..

## REFERENCES :

11. Agarwal, J.C.: Teaching of Commerce.
12. Boynton Lewis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnati. Ohio.
13. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
14. Harvey: Ways to teach Book – Keeping and Accounting.
15. J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
16. Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
17. Selby: The teaching of Book- Keeping
18. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York. Ver
19. main A Musselma and J.Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
20. Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir Isaac Pitaman. London.

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-418T	Drawing and Painting /Fine Art	Pedagogy of Drawing and Painting CC	4	30	70	100

## OBJECTIVES

- To enable the student teacher to-
- get acquainted with importance of Drawing and Painting and its place in curriculum.
- understand the concept of representing models and imagination of Drawing and Painting
- get acquainted of methods of teaching of Drawing and Painting
- correlate of Drawing and Painting Education with other school subject.
- get acquainted with practical skill in Drawing and Painting

## Unit-I BASIC OF FINE ART

Concept, Importance and Scope of different forms of Drawing and Painting

Nature, scope and aims of teaching Drawing and Painting

Importance of Drawing and Painting and its place in the curriculum at School level.

Significance of teaching Drawing and Painting at school level.

## Unit-II AIMS AND OBJECTIVES OF TEACHING FINE ARTS

Aims and Objectives of teaching Drawing and Painting (Blooms & Revised Blooms Taxonomy)

Curriculum Organization of fine Arts.

Critical appraisal of the existing syllabus in fine Arts.

Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

## Unit-III LESSON PLANING AND TEACHING AIDS OF FINE ARTS

Lesson planning to teach Fine Arts : Micro, Macro, ICT Based, Diary Based, Test Based, Model based (Line, Color, Design, Still Life, Poster)



Methods of teaching Fine Art and Its Approaches: Free Expression, Representation, Designing and clay modeling at various stages.

Representing model and imagination in Teaching of Fine Art

Audio –Visual aids and their use in teaching of Fine Arts and critical appraisal of present text books in Fine Arts.

## **Unit-IV PROFESSIONAL DEVELOPMENT OF ARTS TEACHER AND EVALUATION**

Qualities and professional competencies of a Fine Arts teacher.

Composition and Appreciation of Fine Arts

Art Room, its need, equipment and decoration.

Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

### **Learning outcomes**

The Pupil teachers will be able to-

develop basic understanding of different Fine art forms and their impact in our life.

enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.

develop skills for integrating different Fine Art forms across school curriculum at Secondary level.

create awareness of the rich cultural heritage, artists and artisans in the society

### **REFERENCES :**

- 1- Brown, Percy (1953). Indian Painting, Calcutta.
- 2- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- 3- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- 4- Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- 5- LowenfeldViktor .Creative and Mental Growth.
- 6- Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.
- 7- Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- 8- Read, Herbert. Education through art.
- 9- Shelar, Sanjay. Still Life. Jyotsna Prakashan
- 10- NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre.  retrieved from <https://ncert.nic.in/focus-group.php?ln=>

  
Dy. Registrar  
Pandit Deendayal Upadhyaya  
Shekhawati University,  
Sikar(Rajasthan)

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-419T	Music	Pedagogy of Music CC	4	30	70	100

### OBJECTIVES

- To enable the Pupil teacher to-
- understand the history, importance, and co-relation of Music with other school
- comprehend the knowledge of swarms and sruti and Bloom's taxonomy of instructional
- prepare pedagogical analysis of the content and develop a lesson plan for the classroom
- acquire competence in skills for the teaching of Music.
- develop teaching aids to teach Music.
- familiarize the qualities of Music and Music teacher.
- understand the different methods of teaching Music.
- acquiring competency in preparing tools of evaluation.

### Unit I- INTRODUCTION

Nature and scope of Music, Vocal and Instrumental Music.

Aims and Objective of teaching Music at School level.

The importance of Music and its place in the curriculum at School levels.

Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children

### Unit II- SUBJECT MATTER OF MUSIC:

General principles of teaching Rags, Melodic grace, devices and Tune.

Training in Rhythmic perception, Correlation of Music with other school subjects.

Audio-visual aids and their use in teaching Music.

Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music.

### Unit III- MUSIC IN SCHOOL CURRICULUM

Importance of Music in School Curriculum

Music Room: Its equipment's and organization.

Different type of tests: (Theory and Practical) construction, administration and test of performance.

Knowledge of subject matter contents up to Secondary level.

### Unit IV- BIOGRAPHIES OF THE FOLLOWING EMINENT MUSICIANS

Swami Haridas, Tansen

Pt. Vishnu Digambar Paluskar

Pt. V. N. Bhatkhande

Qualities of a Good Artist.

## Learning outcomes

The pupil teacher will be able to-

- identify, analyze and work conceptually with the elements and organizational patterns of music and their interaction, employing this understanding in aural, verbal, and visual analyses and applications.
- distinguish and analyze music according to historical, cultural, and stylistic contexts, and to address culture and history from diverse perspectives.
- apply relevant forms of music technology, including their basic functions and integrative nature.
- demonstrate a fundamental proficiency in keyboard skills.
- demonstrate and apply the research skills necessary for musical and contextual understanding of musical elements and relevance.
- demonstrate the conducting and technical skills necessary to effectively and artistically lead a collaborative rehearsal.

## REFERENCES :

1. Awasthi, S.S.A.,(1964)Critique of Hindustani Music and Music Education,
2. AdhunikPrinter, Jalandhar.
3. Bhatkanda, V.N., (2003), Karmik Pustak Malika Laxme Narayan Garg, Sangeet
4. Karyalaya, Hathras
5. Nhatnagar, S., (1988)Teaching of Music, Monika Prakashan, Shimla.
6. Archer, W.G. (1959), India and Modern Art, London,.
7. Arnoson, H.H.(1969), History of Modern Art, London.
8. Barr, A.H, (1954), Masters of Modern Art, New York.
9. Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House,
10. Calcutta
11. The Teaching of Music by Prof. P. Suambarmoorthy
12. A critique of Hindustani Music and Music Education by S. S. Awasthi
13. Sangeet Bodh by Dr. S. S. Awasthi
14. Teaching of music by Gauri Kuppaswamy & M. Hariharan
15. Sangeet Visharad by Vasant, Hathras Prakashan
16. Hamare Sangeetagya by Prakash Narayan
17. Pranav Bharti by Pt. Omkar Nath Thakur
18. The Scope of Music, Oxford Univ. Press by Buck
19. Voice Training by Grew, Oxford Univ. Press
20. Lok Sangeet Ank (Hathras Prakashan)
21. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre.

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-420T	Understanding the self	CC	2	50	--	50

### OBJECTIVES:

- To develop understanding about themselves the development of the self as a person and a teacher
- To develop social relational sensitivity and effective communication skills, including the ability to listen observe.
- To develop holistic and integrated understanding of the human self and personality
- To built resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength
- To help explore ones dreams, aspiration concerns through varied forms of self expression, including poetry and humour.

### Course Contents:

#### Unit -1: Exploring the Self

Concept and fundamentals of self-exploration: Self-concept, Self-Identity, Self-Image, Self-Esteem, Self-motivation

Factors affecting exploration of self: Heredity and environment

Personality: Concept, Dynamic Approaches & Determining a Distinctive Personality

Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher

#### Unit -2: Development of Self

Techniques of Self Reflection: Introspection, Reflective Diary, Reflective Dialogue, Discussion & social media

Developing an understanding of one's own philosophical and cultural perspective as a teacher

Development of resilience and techniques for Stress Management

Professional ethics as a teacher to develop the Group & Social Harmony

### Learning Outcomes

After completion of the course students will be able to:

Distinguish and explain the multiple ways for exploring the self.

Conduct self-development activities and stress management.

### Assignment & Practical Works: (Any Two)

Write a self reflective journal (Approx 600-800 Words)

Elaborate your own values towards self and society

Conduct any two activities for stress management on school students or peers

Review any two movies with social messages.

Strength, weakness, opportunity and challenges (SWOC)analysis of ones own

Any other activities / assignment suggested by the subject teacher

## REFERENCE :

1. Adair, J., and Allen, M. (2018). *Time management and personal development*. London: Hawksmere.
2. Farrell, T. S. C. (2019). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.
3. Feldonan, R. S. (2019). *Essentials of understanding psychology*. (7<sup>th</sup> edition). New Delhi: Tata McGraw Hill.
4. Gurol, A (2010) *Determining the reflective thinking skills of pre-service teachers in learning and teaching process*. Turkey: Firat University.
5. Hadfield, J. A. (2016). *Psychology and morals*. London: Methuen & Co.
6. Kubalker, R. (2015). *Know your stress-manage your stress*. New Delhi: Neel Kamal Publishers.
7. Lewis, M. & Brooks-Gunn, J. (2009). *Self-knowledge and emotional development*. New York: Plenum Press.
8. Luft J and Ingham H. (2017). *The Johari window: A graphic model for interpersonal relations*. University of California Western Training Lab.
9. Rohrer, J. (2008). *ABC of awareness*. Oberurnen: UTD Media.
10. Sheorron, B. (2008). *The presentation skills workshop*. New Delhi: Prentice Hall of India.
11. Simanowitz, V., and Pearce, P. (2003). *Personality development*. Beckshire: Open University Press.
12. Snyder, C. R. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage Publishers.

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-421T	Teacher Education	CE	4	30	70	100

## OBJECTIVES

- After going through the course the teacher trainee will be able:
- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

### Unit-1

Teacher Education  
Meaning of Teacher Training  
New concept of teacher education  
objectives of teacher education program  
Importance of teacher education program

### Unit-2

Various teacher education agencies  
NCTE: Role and function  
NCERT: Role and function

- Unit-3
- CTE: Role and function
  - GCERT: Role and function
- Teacher education as a profession  
Scope and characteristics of teaching as a profession  
Teachers status – Social, Economic and Professional Status.  
Teachers competencies – Kind of Competencies  
Teachers commitment areas – Kind of commitments

Unit-4

- In-Service and Pre-service Program
- Meaning and Objectives
- Basic requirement and programmes for quality improvement
- Innovative practices – Classroom teaching method and use of latest technology
- New Horizons for teaching profession

**Suggested Activity:**

- Read One Biography any eminent teacher
- Visit and interaction of any educational institute

**REFERANCE :**

1. Buch, M. B., (1978). *Second Survey of Research in Education*, Baroda; Centre of Advanced Study in Education
2. Chaurasia G., (1977). **Innovations and Challenges in Teacher Education**, New Delhi; Vikas Publications.
3. Devgowda, A. C. (1973). **Teacher Education in India**, Bangalore; Bangalore Book Bureau
4. Dutt, S. (1972). **The Teachers and His World**, Agra; Sukumar Dutt, Soamibagh
5. Goodigs R. (1982). **Changing Priorities in Teacher Education**, New York; Nichols Publication Co.
6. (1966). **Government of India Education and Development Report of**
7. **Education Commission (1964-66)**, New Delhi; Govt. of India.
8. Hilgased, F H (Ed.), (1971). **Teaching the Teachers: Trandsin Teacher Education**,
9. London; George Allen and Union Ltd.
10. I.A.A.T.C. (1964). **Symposium on Teacher Education in India**, Ambala Cantt; The Indian Publications

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-422T	Physical Education & Yoga	CE	4	30	70	100

### OBJECTIVES :-

- The course will enable the student teachers to –
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation.

### Course Contents:

#### Unit 1. PHYSICAL EDUCATION

Introduction, Definition and Meaning of physical education.

Objectives of physical education.

Scope of physical education & allied areas in Physical Education.

#### Unit 2. PHYSICAL EDUCATION AND METHODS

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

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

Development of Techniques and Tactics.

Definition, Meaning, Types and factors of physical fitness

Factors affecting physical fitness.

Benefits Physical Fitness.

#### Unit 3. PHYSICAL FITNESS AND YOGA ACTIVITIES

Need of physical activities at school level.

Importance of physical activities at school level.

Assessment of physical fitness.

Introduction, Meaning and mis-concepts of Yoga.

Ashtang Yoga (8 stages of Yoga)

Types of Yoga

Importance of Yogasanas, 'Pranayama' and Shudhikriya

Importance of Meditation in School

#### Unit 4. HUMAN abilities and Yoga in Indian context

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

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

#### Learning Outcomes :-

After completion of this course, the student – teachers will be able to –

Apply the Aims and Objectives of Yoga in real life situation.

Infer ideas about the different cause and symptoms of different communicable diseases.

Analyze the scope of health education and methods of impart health education in schools.

Analyze the scope, need and importance of physical education.

Distinguish between intramural and extramural competitions.

#### Tasks and Assignments

Learning and performing of basic yogic activities

Health and physical education relationship with other subject areas like science, social science and languages.

Fundamental skill of games/sports and yoga.

#### REFERENCES :-

1. Kuvalayananda, swami, Pranayama, (1983), Popular Prakashan Bombay.
2. Kuvalayananda, swami, Asanas, (1983), Popular Prakashan Bombay, English/Hindi.
3. Lal, Raman Bihari, (2008), Siksha Ke Daarshnik Evam Samajshastriya Sidhant. Meerut , Rastogi Publications.
4. Singh, Ajmer, Physical Education and Olympic Abhiyan, “Kalayani Publishers”, New Delhi, Revised Addition, 2006
5. Patel, Shri Krishna Physical Education, “ Agarwal Publishers”, Agra, 2014-15
6. Panday, Preeti, Sharirik Shiksha Sankalan, “Khel Sanskriti Prakashan, Kanpur
7. Kamlesh M.L., “Physical Education, Facts and foundations”, Faridabad P.B. Publications.
- 8<sup>th</sup> नारंग प्रियंका, परम्परागत भारतीय खेल, 'स्पोर्ट्स पब्लिकेशन', नई दिल्ली, 2007.

#### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-423T	Guidance and Counseling	CE	4	30	70	100

#### OBJECTIVES:

- To educate about the basics concept, nature and scope of Educational and Vocational guidance.
- To understand the aims objective of educational and vocational guidance.
- To make enable about the importance of educational and vocational guidance.
- To give knowledge of role and responsibilities of guidance workers in school.
- To understand the nature and types of guidance service & with reference to school education.
- To understand the concept, nature and types of counseling.



## **Course Contents:**

### **Unit- I Basics of Guidance**

- Meaning and Nature of Guidance.
- Aims and Principles of Guidance.
- Types of Guidance
- Importance of Guidance in schools for individual and for society.
- Process of Guidance.

### **Unit- II Basics of Counseling**

- Meaning, Nature and Principles of counseling
- Types of Counseling.
- Distinction between Guidance and Counseling.
- Role and Responsibilities of Guidance workers in school.
- Qualities of a good guidance programme.

### **Unit- III Area of Guidance**

- Educational guidance
- Vocational guidance
- Personal guidance
- Guidance Implication in the current Indian scenario.
- Problems of guidance in India.

### **Unit- IV Guidance Services**

- Introduction to Guidance Services.
- Individual Inventory Service
- Information Service
- Cumulative Record
- Placement Services
- Follow up Service

### **Assignment & Practical Works: (Any Two)**

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

### **Learning Outcomes:**

- After completion of this course students would able to:
- Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- Describe aims objective of educational and vocational guidance.
- Understand importance of educational and vocational guidance.

Identify nature and types of guidance service & with reference to school education.  
Understand the concept, nature and types of counseling.

## REFERENCES :

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
  2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
  3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
  4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
  5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
  6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
- Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi. जायसवाल, सीताराम, (2006), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर, आगरा  
भाटिया, के.के. (2006), मार्गदर्शन एवं परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली  
शर्मा आर.ए., चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल, बुक डिपो, मेरठ  
सह, रामपाल, उपाध्याय, राधावल्लभ, (2004), शैक्षिक एवं व्यवसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-424T	Value Education	CE	4	30	70	100

## OBJECTIVES :

- After going through the course the teacher trainee will be able:
- To enable students to understand the need and importance of value education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To Orient the students with various intervention strategies for moral education.

## COURSE CONTENTS:

### Unit-1 The Socio Moral and Cultural Context

Value: Meaning and Concept

Types of Value: Social, Ethical, Religious, Cultural

Indian Culture and Human Value

Pandit Dindayal's and Shyama Prasad Mukharjee Views on Value Education

## **Unit-2 Natural Concept of Morality and Moral Education**

Concept of Value Education  
Need of Value Education  
Medium for Value Education  
Approaches for Value Education

## **Unit-3 Moral Learning to Moral Education**

Importance of Value Education  
Moral learning out side the school, media and moral learning  
NPE (1986): Values  
Curriculum and Moral Education

## **Unit-4 Assessment of Moral Maturity**

Value Classification Model  
Value Analysis Model  
Social Action Model  
Value Education and Sanskar

## **Assignment & Practical Works: (Any Two)**

Content related to subject topic  
Any one subject topic

## **Learning Outcomes:**

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

- Describe the concept, need and classifications of values and adopt various values.
- Summarize the importance of value education and critically analyze the need for value education.
- Adopt various aspects of values for personal development.
- Inculcate and develop various social values.

## **REFERENCES :**

1. Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
2. Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
3. MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
4. Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
5. Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
6. Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
7. Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
8. Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
9. Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

## SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED425T	Environmental Education	CE	4	30	70	100

### OBJECTIVES:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

### Course Contents:

#### UNIT- I Concept Of Environment

- Meaning , Scope, Importance
- Eco-System – Charecteristic Qualities
- Inter- Dependence In Environment
- Natural Resources
- Bio-Diversity – Scope & Threats, Preservation

#### UNIT- II Environmental Education

- Meaning, Importance and Objective
- Scope of Environmental Education
- Need for Public Awareness as a subject
- Muti-disciplenary Nature of Environmental Studies Curriculum Development

#### UNIT- III Environmental Hazards and Pollution

- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution

#### UNIT- IV Global Issues and Environmental Conservation

- Global Issue (Global Warming, Climate Change, Deplition of Ozone Leyer and Energy Crisis)
- Different Aspects Related To Environmental Conservation.
- Environmental Preservation &Improvement (At National & International Level)
- National Environment Policy

#### Assignment & Practical Works: (Any Two)

Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.

Prepare a plan to teach environment at education to the adults.

One Assignment Work solve.

Prepare a scrap book of an environmental articles and news.

Conduct environmental competition for local school student.

### Learning Outcomes:

After completion of this course students would able to:

Students are able to understand the problems concerning environment through multi disciplinary approach.

Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.

Students are able to create Environment Consciousness among the adult learners.

Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.

Students are able to conduct local surveys, arrange field trips Environmental games and hobbies.

### REFERENCES :

1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. गुप्ता चौदमल, शर्मा, रेनू (2008), पर्यावरण शिक्षा, आस्था प्रकाशन, जयपुर
3. गोयल एम.के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बरोलिया, ए., पर्यावरणीय शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
5. बरोलिया, ए., पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी

### SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
24BED-4261	School Internship (16 Weeks)		4	100	--	100

### Internship

SN	Internship Work ( 16 Weeks)	Maximum Mark
1	Teaching of Method Subject	20 Marks
2	Participation in All Activities of School	05 Marks
3	Report of Any Feature of School/Case Study/Action Research	10 Marks
4	Observation	10 Marks
5	Detail Study of School Documents like General Records, Progress Report, Academic Calendar, etc.	20 Marks
6	Organize Cultural Activities	05 Marks
7	Interaction and Observation of Students	10 Marks

8	Submission of total Internship program	20 Marks
	<b>Total</b>	<b>100 Marks</b>

### Guidelines for the Internship Work

- 16 Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School. Trainee have to perform following activities during internship and prepare detailed report
  - Internship Report must be verified and signed by the school Principal
  - Detailed Study of School Documents, like General Records, Progress Report, Academic Calendar etc.
  - Organized cultural activities
  - Interaction and observation of students
  - Submission of total Report of internship Program.
- Action Research : Selection Problem, Data Collection ,Analysis, report Writing and Submission
- Case study : Fiel Work/Data Analysis and Report Writing for Submission (Any One)
- Observation : ordinary lesson and demonstration lesson

Course code	Course Title	Course Category	Credite	C.I.A.	Minimum Passing Mark		Total
24BED-427P	Practical Work	CC	2	50	25	--	50

SN	Practical Work	Maximum Mark
1	Criticism Lesson Plan	10 Marks
2	Power Point Presentation	10 Marks
3	Teaching Learning Material	05 Marks
4	Attendance/Seminar/Workshop	05 Marks
5	Participation in Social Activities	05 Marks
6	Participation in Cultural/Sports/Literature Activities in Institute/College	10 Marks
7	Institutional Visit	05 Marks

### Guidelines for the Practical Work

- Power Point Presentation: Prepare two Power point Presentation in each subject
- TLM: Teaching Subject's Teaching Learning Material must be submitted at college (two)
- Institutional Visit: Visit of Any special School, well Known higher Education Institutes, library/i INFLIBNET, Government Institutes/Training Center(DIET, Text Book Board etc.) and detail report submission

21  
 Dy. Registrar  
 Pandit Deendayal Upadhyaya  
 Shekhawati University,  
 Sikar(Rajasthan)