UNIVERSITY OF RAJASTHAN
JAIPUR

FACULTY OF EDUCATION

SYLLABUS

SCHEME OF EXAMINATION AND

COURSE OF STUDY

B.Ed.-TWO YEAR, PART – I AND PART - II

2020-2021
NOTICE

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.

2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy headquarters Jaipur only and not any other place.

Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR
Ordinance and Regulations related to the B.Ed. Examination

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

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

Learning outcomes:
1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children’s needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil’s progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
   a. Black board work
   b. Preparing improvised apparatus
   c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education.
    Readiness to participate in activities of professional organizations.

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

**PART II**

**Practical Work**

**Objectives:**

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

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject-matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

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

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

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

(Two years course)

Notes :-

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

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

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

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

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

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

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

O.324 The examination for Degree of Bachelor of education for two years shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.
O.325 Candidates who fail in B.Ed examination in part 1 or part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

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

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

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

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

O.326 C: A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:
(a) He/she studies at a college of education affiliated for the purpose to the University for at least three months; and

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

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

a. He/she is eligible to offer that teaching subject under provision of O.322.

b. He/she studies at a college of education affiliated for the purpose to the University for at least three months in B.Ed part 2.

c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at least 10 lessons in a recognized school under the supervision of the staff of the college.

Regulation 42:

Scheme of B.Ed Two years Examination

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

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

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

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

In B.Ed Part - II paper 07 a/b, 09 & 11 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 6 b, 08 10 and EPC 4 are of two hours carrying 50 marks (35 theory + 15 sessional) each. EPC-3 in part II carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC-3 theory paper will be of two hours.
Paper 8 SUPW Camp/Open air session will be totally internal. It has five components of 100 Marks (minimum passing marks 40%) and not less than three days shall be devoted for it by the institution.

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

**Scheme of B.Ed Two years Examination**

**B.Ed PART-1**

**Programme Outline of B.Ed.**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.Ed-01</td>
<td>Childhood and Growing Up</td>
<td>80</td>
</tr>
<tr>
<td>II</td>
<td>B.Ed-02</td>
<td>Contemporary India and Education</td>
<td>80</td>
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<tr>
<td>III</td>
<td>B.Ed-03</td>
<td>Learning and Teaching</td>
<td>80</td>
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<tr>
<td>IV</td>
<td>B.Ed-04</td>
<td>Language Across the Curriculum</td>
<td>35</td>
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<tr>
<td>V</td>
<td>B.Ed-05</td>
<td>Understanding Disciplines and Subject</td>
<td>35</td>
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<tr>
<td>VI</td>
<td>B.Ed-06a</td>
<td>Knowledge and curriculum(part-1)</td>
<td>35</td>
</tr>
</tbody>
</table>
14. General Science  
15. Home Science  
16. Commerce practice  
17. Book Keep. & Accountancy  
18. Drawing and Painting  
19. Music

* Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at least for two years for paper vii (a) (b).

20. PSYCHOLOGY  
21. SOCIOLOGY  
22. COMPUTER  
23. RAJASTHANI

* An additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at secondary level, or the same school subject at the higher secondary level)

<table>
<thead>
<tr>
<th>VIII</th>
<th>B.Ed.- 08</th>
<th>OPEN AIR/ SUPW CAMP</th>
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</thead>
</table>
|      |          | 1. Community Service | 100  
|      |          | 2. Survey (Based on social and educational events) | 20  
|      |          | 3. Co-Curricular Activities | 20  
|      |          | 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANNESS) | 20  
|      |          | 5. Studies (work experience related with theory course and literacy activities) | 20  

**EXTERNAL ASSESSMENT**
(one final lesson)

<p>| | |</p>
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|       | 75    | 150 | 225  

<table>
<thead>
<tr>
<th>EPC-I</th>
<th>EPC-I</th>
<th>Reading and Reflecting on Texts (Task and Assignment for Courses)</th>
</tr>
</thead>
</table>
|       |       | 35 | 15 | 50  

*By University of Rajasthan, Jaipur*
<table>
<thead>
<tr>
<th>Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
<th>Total</th>
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<tbody>
<tr>
<td>VI</td>
<td>B.Ed. 06 b</td>
<td>Knowledge and curriculum(part-2)</td>
<td>35 15 -</td>
<td>50</td>
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<tr>
<td>VII</td>
<td>B.Ed-07 A / B</td>
<td>Pedagogy of a School Subject (part-2)</td>
<td>80 20 -</td>
<td>100</td>
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1. Hindi
2. Sanskrit
3. English
4. Urdu
5. History
6. Economics
7. Civics
8. Geography
9. Social Studies
10. Mathematics
11. Physics
12. Chemistry
13. Biology
14. General Science
15. Home Science
16. Commerce practice
17. Book Keep & Accountancy
18. Drawing and Painting
19. Music
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<th>IX</th>
<th>B.Ed-09</th>
<th>Gender, School and Society</th>
<th>35</th>
<th>15</th>
<th>-</th>
<th>50</th>
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<td>X</td>
<td>B.Ed 10</td>
<td>Assessment for Learning</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
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<tr>
<td>XI</td>
<td>B.Ed11</td>
<td>Creating and inclusive school</td>
<td>35</td>
<td>15</td>
<td>-</td>
<td>50</td>
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<tr>
<td>XII</td>
<td>B.Ed12</td>
<td><em>OPTIONAL</em> Special COURSES- (ANY ONE)</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>1. Peace Education</td>
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<td>2. Physical Education and Yoga</td>
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<td>3. Guidance and Counselling</td>
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<td>4. Health and Physical Education</td>
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<td>5. Environmental Education</td>
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<tr>
<td>(A)</td>
<td></td>
<td>INTERNSHIP (16 WEEKS)</td>
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<td></td>
<td>According to NCTE &amp; GOVT. Rules and Regulation</td>
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<tr>
<td>(B)</td>
<td></td>
<td>*EXTERNAL ASSESSMENT (ONE FINAL LESSON)</td>
<td>75</td>
<td>150</td>
<td>-</td>
<td>225</td>
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<tr>
<td>EPC-3</td>
<td>EPC-3</td>
<td>Critical Understanding of ICT</td>
<td>50</td>
<td>50</td>
<td>-</td>
<td>100</td>
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<td></td>
<td></td>
<td>(20 Submission of Report + 30 Practicals)</td>
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<tr>
<td>EPC-4</td>
<td>EPC-4</td>
<td>Understanding the self</td>
<td>35</td>
<td>15</td>
<td>-</td>
<td>50</td>
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</table>
TOTAL MARKS - 825
ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 6b & EPC-3, EPC-4.

*EPC - *ENHANCING PROFESSIONAL CAPACITIES

Evaluation:-

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

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

[Signature]
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University of Rajasthan
Question Papers

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 5 marks. Section – B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.

2. Each question paper of 35 marks will have two sections. Section – A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section – B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.

3. The syllabus of content part in papers VII A and B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.

4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e. the question set on this part will be based on application of pedagogy.

5. EPC - 1, 2 & 4 Paper of 35 marks will have two sections. Section – A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section – B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.

6. EPC-3, Question paper of 50 marks will be of objective and descriptive type, containing 50 Questions each carrying one mark.

PART -2

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

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

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

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

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

**INTERNAL ASSESSMENT SCHEME**

MARKS-150+150=300

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

1. Every candidate will teach at least 20 lessons (10 in part-1 & 10 in part-2) during practice teaching session in simulation condition. At least ten lessons in each subject should be supervised. 20(10+10) lessons as desired in the syllabus should be completed as full period class room lesson in simulation condition. Micro teaching lesson to be used in addition to those 20 lessons for developing certain teaching skills.

2. A minimum of five lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

3. By and large, the evaluation of the performance in the practical teaching will be based on the last five lessons in the subject when the student has acquired some competence and skills of teaching.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.

5. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons at B.Ed part-2 year.

6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).

7. The board of Examination will consist of:

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

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

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

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

VI Working out the result and awarding the division:

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

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

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

✦ 40 percent marks in the external examination.
✦ 40 percent marks in internal assessment.

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

[Signature]
<table>
<thead>
<tr>
<th>Division</th>
<th>Theory</th>
<th>Practice of Teaching</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>II</td>
<td>48%</td>
<td>48%</td>
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<tr>
<td>Pass</td>
<td>36%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

After completing the course the students will be able:-

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

Unit I: Role of psychology to understand the child
- Psychology: Meaning, nature & branches of psychology.
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development
- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development:
  a) Piaget's Vgotsky cognitive development
  b) Freud's psycho- sexual development
  c) Erikson's psycho social development
  d) Gesell's maturation theory

Unit 3: Child Growing up
- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
• Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
• Personality: concept and nature, theories of personality with special reference to (Garden Allport, Psycho analytical theory, Jungs Theory) assessment of personality
• Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.
• Stress: meaning, types consequences of stress and stress management.

Unit 4: Learning to Learn
• Concept and beliefs about learning: Defining misconception, Brain’s role in learning
• Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive, Types of learning by Gagne.
• Motivation: Concept and Maslow’s Hierarchy need theory, Creating and maintaining a productive Classroom Environment-Dealing with misbehaviour

Unit 5: Psychological attributes of an individual
• Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardners Multi intelligence theory, Measurement of intelligence
• Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity
• Socialization - Process of Socialization - Group dynamics - Theory of Kurt lewin’s, Leadership and its styles (Kimble young), social prejudice
• Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:-
• Class Test 10 Marks
• Project (Any one of the following) 10 Marks
1. Comparative study of developing pattern’s of children with reference to different in SES.
2. Collecting and analyzing statistics on the girl child with reference to gender ratio.
3. Write the administration, scoring, interpretation and conclusion of any one test by psychological experiment on learning/span of attention/memory/intelligence test.
References:

3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India

B.Ed. 02
Contemporary India and Education

MARKS-100

Objectives:-
After completing the course the students will be able to:

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I: Education as an Evolving Concept
- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.

Unit II: Issues and Challenges
- Diversity, Inequality, Marginalization: Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and improvement of Marginalization groups.

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

Unit IV: Programme and Policies
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices
- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Edu-set Smart Class Room

Test and Assignments :-
1. Class Test 10 marks
2. Any one of the following: - 10 marks
   - Debate or Organize a one day discussion on the topic related to the subject and submit a report.
   - Critical appraisal on the report or recommendations of any commission and committee.
   - Organize collage, Poster Making activity in your respective institution.
   - Collection of at least three handouts of related topics of the subject.

REFERENCES :-

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7. अरिन्दम, स्वयं : आमुनाक भारतीय शिक्षा समस्याओं और समाधान, राजस्थान हिंदी एक संस्था.
10. J.F. Brown: Educational Sociology
13. Keay, F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
16. Mookerji, R.S: Ancient Indian Education
26. जलेखर, अ.स. : प्राचीन भारतीय शिक्षा पत्रिका.
27. ओह, एल. के. : शिक्षा के पूर्व आचार, सशस्त्रता हिन्दी उच्च अकादमी, जम्मू।
28. मुझे, एस. पी. ईव अलकर औरा: भारत में शिक्षा प्रणाली का विकास, शायद पुस्तक प्रकाशन, इलाहाबाद।
29. ताजा, पारे लाल: भारतीय शिक्षा का इतिहास, अगर।
30. जोशी, घुमन: भारत में शिक्षा प्रणाली का विकास एवं संस्करण, शायद पुस्तक प्रकाशन, इलाहाबाद।
31. लाल रमण बिहारी: भारतीय शिक्षा और उनकी समस्याएं, राजस्थानी पद्मशाला, मेघाल।
32. साधन सादन साहिरुल्लाह: महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

B.Ed -03
Learning and Teaching

MARKS -100

Objectives:
After completing the course the students will be able:

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

Unit I – Learning and Teaching Process

- Learning: Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning, Resource and their development for promoting teaching – learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

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

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

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

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

Test and Assignment:-
1. Class Test 10 MARKS
2. Any One 10 MARKS
• Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
• Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
• Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
• Conduct an Interview of any two students with multilingual background and identify the problems in teaching learning process.

REFERENCES:

B.Ed-04
Language across the curriculum

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

Unit 1
A)- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, language and class, role of literature in language
B)- Home language (mother tongue) and school language/second language. 2) Formal and informal language (3) Oral and written language – meaning, principles, objectives, importance, relation, differences

Unit-2
A)- Oral aptitude in language, theoretical speech of oral aptitude, development of oral expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning,
questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.

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

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

Unit-3

A) Listening skill - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude,
B) Speaking skill - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude
C) Writing skill - Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition – essay story letter poetry, incidents, report articles etc
D) Reading skill - Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading.

Test and Assignment:- (15 MARKS)

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

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

References:


[Signature]

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5. NCERT(2006) position paper national focus group on teaching of Indian language (NCF 2005) New Delhi

B.Ed - 05
Understanding Disciplines and subjects

Marks 50

Objectives:-

After completing the course the students will be able:-

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

Unit-I Meaning and concept of disciplinary knowledge

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

Unit -II School Subjects on Disciplines

Impact of School Subjects on Disciplines:-

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

• Language: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories
  • Redefinition of the school subject with concern to social Justice
  • Meaning of Social cultural perspective in context of Universal education

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

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

References:-
1. Apple :- M.W (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Branton F.K. : The teaching of Social studies in changing world

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4. Clinton Golding of the centre for study of higher education Integrating of Disciplines.
6. Dengiz Z 92013) School subject and academic discipline in a luke a woods, B.K. weir (Eds) curriculum, Syllabus design and equity: A priner and model routledge

Course – 6 A: Knowledge and Curriculum

Marks-50

Objectives

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

Unit 1: Concept of knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of
Society, Culture and modernity.

- Distinctions between:
  Knowledge and Skill.
  Teaching and Training.
  Knowledge and information.
  Reason and belief.

**Unit I: Facts of Knowledge**

Different facts of knowledge and relationship such as:
- Local and Universal
- Concrete and Abstract
- Theoretical and Practical
- School and Out of School

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

**Unit III: Concept of Curriculum**

- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

**Tasks and Assignments**
1. Class Test 5 marks
2. Any one 10 Marks
   - How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
   - Prepare a children's literature handbook.

References-
9. www.knowlwdgecommission.gov.in
10. www.ncert.nic.in
प्रश्न

1. भाषा संस्कृत में हिंदी भाषा लेयों का ज्ञान देना।
2. भाषा की पृथक और समस्तक भूमिकाओं को जानना।
3. भाषा सीखने की सूचनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. भूमि, भाषण, वादन एवं प्रेम वाक्य की भाषाओं का ज्ञान देना।
6. इकाई, दैनिक और सूचनापत्रों के महत्व से अवगत कराना और निर्माण का ज्ञान देना।
7. हिंदी भाषा शिक्षा प्रणालियों के उपयोग का ज्ञान देना।
8. हिंदी की विविधता एवं उनके व्यावहारिक शिक्षण की सार्थकता का ज्ञान देना।
9. पाठ्यक्रम, पाठ्यक्रम और पाठ्य पुस्तक का हिस्टोरियन करके विशेष एवं विद्याधिकार के समझ के अनुसार दालना।
10. हिंदी और साहित्य के सम्बन्ध को जानना।
11. हिंदी भाषा के विविध रूपों और भूमिकाओं को जानना।
12. भाषा और विचार की स्वतंत्र भूमिका कराना।
13. हिंदी भाषाओं के प्रति संदेह नहीं होना।
14. हिंदी भाषा शिक्षण में दृष्टि-चित्रक उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिंदी शिक्षण में सार्वजनिक के महत्व, सार्वजनिक की सार्थकता एवं विविधता का ज्ञान देना।
16. निदान-निष्कासक एवं उपयोगशास्त्र परीक्षण के अंतर्गत, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

इकाई — प्रथम

भाषा की भूमिका

• भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, वर्ण विचार एवं वाक्य विचार की दृष्टि से)
• भाषात्मक वौशिकता के विकास —
  (क) भूमि, (ख) उपवर्ण, (ग) वौशिक, (घ) वाक्य (सशक्त एवं सौंदर्य)
  (ङ) विद्याधिकार (शैक्षिक और विलिकी)

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• हिंदी के विकिव सुजनातक आयोगों के अन्तर्गत विकिव भाषा सुजनों का आयोग
  (i) वाणिज्य और व्यापार के क्षेत्र में हिंदी (ii) वैज्ञानिक और तकनीकी हिंदी, (iii) कार्यालयी हिंदी, (iv) विवि के क्षेत्र में हिंदी।
  (v) सामाजिक विवाह के क्षेत्र में हिंदी (vi) संचार माध्यमों में हिंदी (vii) विवाह के क्षेत्र में हिंदी।
• मातृभाषा/साहित्यभाषा के रूप में हिंदी विवाह की स्थिति।
• भाषा का समाज में स्थान।
• हिंदी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात की स्थिति।
इकाई — द्वितीय
• विवाह के प्रकार: (a) विवाह, (b) विवाह, (c) विवाह, (d) विवाह, (e) विवाह, (f) विवाह, (g) विवाह, (h) विवाह, (i) विवाह, (j) विवाह।
• संबंधों और भाषाविवाह की प्रगति।
• विविधता जन संचार माध्यमों से हिंदी, विवाह परक्षयन माध्यम — लोकगीत, लोकनृत्य, काठपुटी, नौटकी, सुनिर्माण कार्यशाला, हरिकथा, कहानी।
• संचार माध्यम —विद्या सी स्कूल, समाजकर्म पर्याप्तकार, साहित्यिक पुस्तकारें, विवाह, इलेक्ट्रॉनिक मीडिया—रेडियो, टेलीविजन, किन्हीं एवं बहुमाध्यम (बहुती मीडिया) ई—कॉमर्स, मोबाइल, इन्टरनेट, ई—परिवारस्टी, भाषा—प्रयोगसाधन।
इकाई (द्वितीय)
• भाषा विवाह की विविधताओं — भारतीय भाषाकारों की दृष्टि से — पाठियों, वार्तक, बाली, कमानाप्राप्त पुरुष, किसी के दास बास्तवियें।
• पाश्चात्य विद्याओं की दृष्टि से — जेपी, एल. विद्यालय, वोम्बल्की, जॉन ब्रूकी।
• विवाह में प्रवरित — प्रायोगिक विवि (क्लिकरिया), पर्यायिता आयोग विवि एवं अभिमुक्ति अनुभव।

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• भाषा का स्तर - भाषा व्यवस्था के विविध प्रकार से संपन्न उन्नत रूप से भाषा, भाषाओं के परिवर्तन-संशोधन, उच्चरण से सम्बन्ध में हिंदी के वोलंगे, वाक्य तथा लेखन।
• भाषाओं व्यवस्थाएं - सार्वजनिक भाषाकृति की संकल्पना - अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएं : स्वतंत्र विज्ञान व रूप विज्ञान।

इकाई (चौथी)
• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विकास
  (अ) पाठ्यक्रम - पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  (ब) निर्देशांक परीक्षण एवं प्रभावशाली हिस्सेदार-अर्थ, स्वरूप महत्व एवं उपयोग।
  (ट) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विकास

इकाई (पाँचवी)
• हिंदी विश्वास में मूल्यांकन -
  (अ) भाषा विकास की प्रगति का मूल्यांकन - सत्ता और समग्र मूल्यांकन आवश्यक, तथा मूल्यांकन, प्रश्न-विवादीक, समस्त मूल्यांकन, पॉर्ट-पोर्टल।
  (ब) प्रश्नों का स्वरूप - समस्त सामाजिक सम्पूर्ण प्रश्न, सूचनात्मक विचार बाले प्रश्न, समालोचनात्मक विचार बाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिस्थितीय संदर्भ बाले प्रश्न, पनपेतिक और ट्रांस (खुले प्रश्न, बहुविकल्प प्रश्न)
  (ट) बैठकों भाग - (प्रश्नात्मक, अभिव्यक्ति और अवलोकन) और रिपोर्ट
  (ड) प्रश्न पत्र निर्माण एवं नीतिपत्र

समस्याग्रस्त कार्य
1. कः परीक्षा (टेस्ट) 10 अंक
2. प्रश्न में से कोई एक 10 अंक

• विवाद में भारतीय भाषाओं सम्बन्धी अनुसंधान तथा राष्ट्रीय शिक्षा नीति. पी.ओ.ए, द्वारा संस्थल माध्यम सम्बन्धी साक्षात्कारों पर एक रिपोर्ट तैयार करना।
• अपने आप-पास के पीढ़ के साथ साथ दूसरे के दौरा करने जा रहे हैं तो जानकारी प्राप्त करें एक रिपोर्ट तैयार करने के लिए जिम्मेदार सूची की व्याख्या है?

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• छात्रों को भाषा सीखने संबंधी कार्यक्रमों और समारोहों का अध्ययन, विशेषकर एवं निदान के उपयोग।
• पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से समाकलनीय पत्र-पत्रिकाओं से पुरक सामग्री का चयन।
• आगुणिक कवि या साहित्यकार के व्यक्तित्व और कृतियाँ पर आलेख तैयार करना।
• सुनने और बोलने में असमर्थ कदमों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियों तैयार करे।
• हिंदी की विवादों पर सकें पुरस्का तैयार करें।
• रचनात्मक रूप से प्रतिभा समान्य बालकों के विकास के लिए वर्तमान में क्षेत्र शिक्षण के अतिरिक्त किये गये उपयोग और उनकी समस्या प्रशंसा सूचक रिपोर्ट।
• आस-पास के क्षेत्र के किसी विषयक, समुदाय के लोगों का भाषा सर्वेक्षण और उनकी समस्याओं का अध्ययन।
• पत्र-पत्रिकाओं में प्रकाशित रचनाओं, अथवा नई तमाम शास्त्रीय के साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षिक समस्याएं।

सन्दर्भ प्रणव सूची —
1. गुप्ता (ऑ.), प्रभा (2012) मातृभाषा व विविध योजनाएं — साहित्य प्रकाशन, अगर।
2. लालर, डॉ. एस.के. (2008) हिंदी भाषा शिक्षण अवस्थाय पत्रिकाएं, अगर।
3. पाण्डेय, डॉ. मुरलिकांत (2010) हिंदी शिक्षण-अभिनव आयाम विश्व भारती पत्रिकाएं, नई दिल्ली।
4. भाटिया, एम एच और पांडव श्री.एल. 1987, आयुक्त हिंदी शिक्षण विविधां, चुड़याना, प्रकाश ब्रदर्स।
5. लाल रमन विश्वासी, 1993, हिंदी शिक्षण, राष्ट्रीय पत्रिकाएं, मेघ।
6. शर्मा (ऑ.), अनुराधा (2012) “भाषा विज्ञान में समस्याएं” विश्व भारती पत्रिकाएं, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिंदी शिक्षण, साहित्यांग, जयपुर।
8. सिंह (ऑ.), सावित्री (2001) हिंदी शिक्षण, मेघ-1।
उद्देश्य –
1. भाषा के विभिन्न रूपों की समस्या उल्लिपित करना।
2. भाषा संरचना की प्रकृति की समस्या विकसित करना।
3. भाषा कोशल एवं तृतीय में भाषा शिक्षण के आधारभूत सिद्धांत एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कोशलों का पूरक एवं समानित शिक्षण करना।
5. संस्कृत की भूमिका व विवेषमता एवं उसकी सांस्कृतिक पूर्वायुक्ति की समस्या उल्लिपित करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवलोकन करना।
7. संस्कृत भाषा शिक्षण कोशल का अवलोकन कराना।
8. विभिन्न विषयों के सफल अभ्यास देते हुए, विभिन्न विषयों एवं उपयोगों का प्रयोग करना।
9. कव्या-कहानी परिचय व बहुभाषी रूप में संस्कृत का सफल प्रयोग करना।
10. पाठ्यक्रम, पाठ्यपत्र एवं पाठ्य पुस्तक के माध्यम से संस्कृत शिक्षण करना।
11. संस्कृत भाषा शिक्षण में पूर्व-धर्म सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन एवं प्रश्न-उत्तर निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समस्या विकसित करना।
14. कौशलता पुरस्कार संस्कृत अर्थशास्त्रों के प्रदर्शन व उपयोग की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला का आवश्यकता एवं संगीतज्ञ क्षमता विकसित करना।

इकाई – प्रथम
भाषा की भूमिका –
• संस्कृत भाषा शिक्षण के सिद्धांत, महत्व एवं प्रकार
  गनोवैज्ञानिक, भाषाविद तथा शिक्षण विज्ञान सामग्री सिद्धांत
• संस्कृत भाषा का महत्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय
  भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विचारधारा स्तर पर संस्कृत शिक्षण से
  सम्बन्धित समस्याएँ।
• विद्यालय में नामा –
 1. मातृभाषा एवं विद्यालयी भाषा
 2. पादयोगक्रम में भाषा
 3. अधिग्रह में भाषा का केन्द्रीयकरण
 4. बहु-भाषीय क्षेत्र-कक्षा
• भारत में संस्कृत भाषा की स्थिति
  (i) भाषा शिक्षा का संवैभाषिक प्रारंभण एवं नीतियों अनु 343-351
  (ii) कार्यक्षेत्रीय कमीशन (1964-1988)
  (iii) NPA (1986)
  (iv) POA (1992)
  (v) राष्ट्रीय पादयोगक्रम क्षेत्र (2005) – भाषा शिक्षा में संस्कृत की स्थिति
• संस्कृत शिक्षण में भाषाविद कार्यक्रम – वस्त्र, शैव, पठन, लेखन

इकाई – द्वितीय
• संस्कृत शिक्षण के विविध रूप
  i. गद्य शिक्षण vi. – उच्चवर्ग शिक्षण
  ii. पद्ध शिक्षण vii. संस्कृत शिक्षण
  iii. व्याकरण शिक्षण VIII. अनुवाद शिक्षण
  iv. कहानी शिक्षण
  v. नाटक शिक्षण

उपर्युक्त का समन्वय, महत्व, प्रयोग, विधि, प्रशिक्षण, सामग्री व गुण—दोष
• सूचना शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूचना पाठ योजना
• नवनारा और भाषा शिक्षण की प्रगति
• विविध जन संचार माध्यमों से संस्कृत शिक्षण
  (அ) परम्परागत – नाटक, अभिनय, कथा, संस्कृत, कार्यकाला
  (b) संचार माध्यम – वेबसाइट्स, विज्ञापन, विज्ञापन, कार्यकाला
  (i) प्रिंट मीडिया – संगीतार्थ, पत्रकार पत्रकार, साहित्यिक पुस्तकांक
  (ii) इकट्ठानक नीडिया – टेली, टीवी, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),
  इंटरनेट, इंटरलाइट, भाषा-प्रयोगालका।
इकाई (पांचवें)
• संपूर्ण शिक्षण की विचित्रीयः –
 1. पाणीमन्व या यासक के अनुसार।
 2. प्रचलित अनुच्छेदों के अनुसार जिन विचित्रीयः पयाजन कार्य, परम्परागत अनुभव, प्रश्न पर विचार, सामाजिक विचार, अनुसार, मूल विचार, चयन विचार, पाठ्य पुस्तक विचार, सम्बन्धित उपयोग, समय उपयोग।
 3. पारंपरिक विज्ञान के अनुसार – जै. पारे, एल. यामालास्की, चौस्की, जानहोल्दी।
• विचित्रीयः का अनुप्रयोग –
 1. कृत्रिम भाषा अनुप्रयोग गतिविधियाँ।
 2. क्रिया-क्रिया वातावरण और परिस्थितियाँ।
 3. शिक्षक-प्रारूप-पाठ्यपुस्तक व पूर्वया प्रचलित सामग्री की भूमिका।
 4. भाषा का व्यवहार में प्रयोग।
 5. अन्य विचित्रीयः के साथ संस्कृत का समन्वय।
 6. मुद्दों व उपचारात्मक कार्य।
 7. संस्कृत भाषा की चुनौतियाँ।
 8. कृत्रिम विज्ञान व रूप विज्ञान के अंतर्गत संस्कृत।
 9. संस्कृत भाषा परिक्षण एवं मूल्यांकन।

इकाई (चौथे)
• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण।
 1. पाठ्यक्रम, पाठ्यमार्ग एवं पाठ्यपुस्तकों का समन्वय।
 2. संस्कृत में दर्शन कार्य एवं क्रियाविशेष का विकास।
 3. अनुभव में संस्कृत शिक्षण का महत्व विशेष अवधि के सम्बन्ध में।
 4. निदानक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्व एवं उपयोग।

इकाई (पांचवें)

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• संस्कृत शिक्षण में आकलन –
(1) संस्कृत भाषा की प्रगति का आकलन – सतत और समय यूगों के मूल्यांकन
(स्नेह-मूल्यांकन, आयसी मूल्यांकन, सम मूल्यांकन, पोर्टफोलियो)।
(2) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सूचनात्मक चित्रांकनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, पद्धतिवाद और उदाहरण (खुले प्रश्न, बहुविकल्पी प्रश्न, सामर्थ्य वाले, मिलान वाले प्रश्न)
(3) पीडी प्रेक्ष (विद्यादाय, अनुभवक और प्राकृतिक) और रिपोर्ट
(4) प्रश्न-पत्र निर्माण एवं नील-पत्र

सामान्यकालिक कार्य
1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निचे में से कोई एक 10 अंक
   > अपने पद्धति के 05 विषयों का भ्रमण कर निर्माण सूची की स्थिति की रिपोर्ट तैयार करना।
   > संस्कृत में भारतीय भाषाओं सम्बन्धी, अनुसूचित तथा राष्ट्रीय शिक्षा नीति पी.एम. द्वारा संस्कृत भाषा शास्त्री शिक्षार्थियों पर रिपोर्ट, तैयार करना।
   > फीसबुक एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
   > फीसबुक एक संस्कृत पत्रिका की समीक्षा।
   > संवाद शिक्षण को प्रभावी बनाते हुए अधिग्रह सामान्य तैयार करना।
   > फीसबुक पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
   > फीसबुक पर शिक्षाविद्यार्थी शिक्षाप्रद क्रिया लेखन।

सन्दर्भ प्रमुख –
1. शिवसिंह मोहनान्द एवं श्रीवास्तव रामचन्द्रन (1991) ‘भाविकी’ दिल्ली।
2. निपानी, समेतपुरेश, (1992) संस्कृत शास्त्र प्रशिक्षण, दिल्ली-6, राजकाल प्रकाशन, प्रारंभ, 7 फेब्रुवरी।
3. नागर देवश्री (1996), सामान्य विभाग मभाषा शिक्षण, नई दिल्ली, प्रकाशित संस्थान।
4. राक्ष, आर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ हरियाणा साहित्य अकादमी।

\[\text{Dy. Registrar (Acad.) University of Rajasthan JAIPUR}\]
The student-teachers will be able to-

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

COURSE CONTENT

UNIT – 1 - FOUNDATION OF ENGLISH LANGUAGE TEACHING

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

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening, Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening

- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary, The phonetic elements involved in speaking at the receptive level, Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation

- Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of textbook

- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition, Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

UNIT – III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

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

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

UNIT - V - ASSESSMENT AND EVALUATION IN ENGLISH

SESSIONAL WORK:-
1. Class Test 10 marks
2. One of the following 10 marks
- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
• Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
• Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

REFERENCES:
OBJECTIVES:

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

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

CONTENT:

UNIT-I

- Concept of language (verbal & Nonverbal) Concept of language learning and acquisition function of language, Communication, Transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and Development of Urdu language.
- Language skills, Listening and Art of listening.
- Speaking: Pronunciation, Recitation and Punctuation.
- Reading: Aloud, silent, Intensive and Extensive.
Reading comprehension, Reading defects and their cure.


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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Assignments :-
1. Class Test 10 marks
2. Any one of the following: 10 marks
   • Analysis of one text book prescribed at the secondary stage.
   • Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification (5 each)
   • Preparation of two teaching aids useful for Urdu teaching.
   • Prepare activities for listening, speaking, reading and writing (5 each)
   • Preparation of objective Type Test.
   • Prepare three activities to develop the writing skill of class VI student.

REFERENCES:-

**PAPER:- VI A / B**

**PEDAGOGY OF HISTORY**

Marks-100

**Objectives:-**

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

**Unit I**

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

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

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


**Unit – 2**
2.1 Models of teaching:
   a. Discovery model
   b. Value Attainment model
   c. Enquiry model
2.2 Methods of teaching:
   a. Lecture method
   b. Project method
   c. Supervised study
   d. Story-Telling Method
   e. Biographical Method
   f. Source Method
2.3 Innovative Practices
   a. Brain-storming
   b. Dramatization
   g. Co-operative-Learning
   h. Experiential-Learning
2.4 Planning:
   a. Annual plan
   b. Unit plan
   c. Lesson plan

Unit – III
3.1 a. Teacher as a transformer of cultural & Historical Heritage.
   b. Teacher as a facilitator
   c. Qualities and professional growth of a History teacher to face challenges of present era.
   d. Teacher as a Reflective Practitioner and a Researcher.
3.2 Learning Resources
   a. Print Media
   b. Electronic Media
   c. Multi Media
   d. Visuals
3.3 a. Use of community resources
   b. Field Trips
   c. History resources center
   d. Co-Scholastic activities based on
      school curriculum
   e. History club

UNIT – IV
4.1
(a) Indian Historiography: Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.
(b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2
(a) History and National Integration: Our National heritage, Unity in diversity. The role of History in promoting national integration.
(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3
(a) Content Analysis of History Textbooks at secondary level.
(b) Use of Library and other instructional materials & Source: Primary and Secondary.

UNIT V
5.1 Preparation of Challenging assignments.
5.2 Criteria for assessing written and practical work in History.

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

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

• Preparation of History Practical Note Book:
  (a) Twelve Historical maps – six each from Indian and World History.
  (b) Time – Line Charts four each from Indian and World History.
  (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
  (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

REFERENCES:

PAPER:-VI A / B

PEDAGOGY OF ECONOMICS

Marks-100

Objectives-

To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.

5. Establish correlation of economics with other school-subjects.

6. Develop necessary skills to use various teaching aids, (Particular locally available material aids).

7. Develop skill to successfully use various evaluation techniques and to interpret the results.

8. Develop appropriate attitude towards the subjects and country’s economy.

9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

COURSE CONTENT:-

UNIT I-Nature, Scope and objective.

  • Meaning, Nature, Scope of Economics. Place and Importance of Teaching of Economics at secondary level.

  • Importance of economics in school curriculum.

  • Aims and objectives of teaching economics at different level.

  • Bloom’s Taxonomy of objectives and statement of objectives in Behavioral terms with Special reference to Economics.

  • Correlation of economics with school subjects.

UNIT II-Curriculum and planning

  • Concept and objectives of curriculum.

  • Concepts and Principles of Constructing Curriculum of Economics

  • Critical Analysis of the existing syllabus.

UNIT-III Teaching Planning

  • Micro Teaching, Content Analysis.

  • Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.

  • Methods of Teaching:- Lecture Method, Discussion Method, Project Method, Survey Method, Inductive-Deductive Method

  • Techniques and Devices of Teaching Economics

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

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

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

Sessional Work (20 Marks)
1. One test of 10 Marks.
2. Any one of the following 10 Marks.
   - Content analysis and preparation of instructional material related to any unit of subject related to Economics.
   - Construction of objective type test items.
   - Prepare five slides related to economics teaching content at senior secondary level.
   - Critical appraisal of economics syllabus at senior secondary level.
   - Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

REFERENCES:
2. Arithashastra shikshan - Rampalsingh prakashak-shabd sanchar, Ajmer
3. Arithashastra shikshan - Haranrayan singh avum rjendra pal singh prakash - Laxminarayan agarwal, Agra
14. Teaching of social studies in secondary schools: Bining and Bining.

PAPER:- VII A / B

PEDAGOGY OF CIVICS TEACHING

MARKS-100

Objectives:-

The Pupil-Teacher will be able to

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

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

Unit-1

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

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


Unit-2

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

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

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

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

Unit-III

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

b. Teacher as a facilitator.

c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:
   a. Print Media
   b. Electronic Media
   c. Multi Media
   d. Visuals

3.3 a. Use of community resources
   b. Civics resources center
   c. Co-Scholastic activities based on school curriculum
   d. Civics club

Unit - IV

4.1 Local, State and National Political Structure in India:
   a. Education for Citizenship.
   b. Political science in the global context.
   c. Human right/Child right/Woman’s right.
   d. Peace and conflict resolution.
   e. Educational technology and political science (Civics).
   f. Gender issue in civics.
   g. Content Analysis of Civics Textbooks of secondary level.

4.2 Use of Library and other instructional materials.

UNIT- V

5.1 Evaluation in Civics:
   a) Preparation of challenging assignments.
   b) Criteria for assessing written and practical work in Civics.


Assignments:

1. Class Test 10 marks
2. Any one of the following: 10 marks
   1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.

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

REFERENCES:

PEDAGOGY OF GEOGRAPHY

MARKS-100

Objectives :-

To enable the Pupil – Teachers to:

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

6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

Unit - 1

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

Emerging concepts and trends in Geography:

(a) Geography as a description of the earth.

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

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

(d) Geography as a study of real difference.

(e) Geography as a study of spatial relationships.

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

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

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


Unit – 2

2.1 Models of teaching in reference of Geography teaching:

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

2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method
o Supervised study
o Laboratory method
o Demonstration method
o Inductive & Deductive method

2.3 Innovative Practices:
o Brain-storming method
o Co-operative-Learning
o Experimental-Learning

2.4 Planning:
o Content Analysis
o Annual plan
o Unit plan
o Lesson plan

Unit – III

3.1
o Role of a teacher for conservation of natural resources & environment.
o Teacher as a facilitator
o Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
o Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources
o Print Media
o Electronic Media
o Multi Media
o Visuals

3.3
o Use of community resources
o Field Trips: Local & Regional
o Geography resource center
o Co-scholastic activities based on school curriculum
o Geography club

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Unit - IV

4.1 a. Local Geography: Its meaning significance and use as method of study.
   b. Regional Geography: Its meaning and significance, concept of regionalism.

4.2 a. Content Analysis of Textbooks of Geography at secondary level.
   b. Use of Library and other instructional materials related with Geography.

UNIT-V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in civics.


Assignments:-
1. Class Test 10 marks
2. Any one of the following: - 10 marks
   - Each pupil teacher is required to conduct and prepare a brief report on anyone of the following:
     (i) Socio-Economic/Demographic survey of a village as a Geography.
     (ii) Land utilization survey of a village.
     (iii) Traffic survey of a town.
     (iv) Any other survey of a similar nature.
   - Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
   - Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

REFERENCES:-
OBJECTIVES:

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

COURSE CONTENTS

UNIT-I Nature, Scope and objective.

- Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom’s Taxonomy
• Relationship of Social Studies with other subjects.

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

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

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

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

Sessional Work (20 Marks)
1. One test 10 Marks
2. Any one of the following. 10 Marks
   • Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
   • Construction of objective type test items.
• Prepare five slides related to Social Studies teaching content at senior secondary level.
• Critical appraisal for Social Studies syllabus at senior secondary level.
• Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

REFERENCES:

PAPER-VIA/B

PEDAGOGY OF MATHEMATICS

Marks – 100

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

1. To enable prospective mathematics teachers towards the processes in which mathematics learning takes place in children’s mind.

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

UNIT I Nature and Structure of Mathematics
a) Meaning and characteristics of mathematics— Science and Mathematics—Development of Mathematics: empirical, intuitive and logical
b) History of Mathematics education : Ancient period to 21st century
c) Contributions of eminent Mathematicians( Western & Indian-4 each)
d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -
f) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

UNIT II Objectives and Approaches of Teaching Mathematics
a) Aims and Objectives of Teaching Mathematics: At primary, Secondary and Higher secondary levels – Goals of mathematics education-Mathematical skills: Calculations,
Geometrical, and interpreting graphs—Mathematical abilities—Problem solving ability.

b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,
c) Process oriented approach, Competency based approach, Realistic mathematics education.

UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:


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

c) Non-formal techniques of learning Mathematics

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

UNIT – IV Pedagogical content knowledge of mathematics

a) Concept of pedagogic content knowledge (PCK)

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

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

d) Analysing and selecting suitable evaluation strategies

e) Identifying the misconceptions and appropriate remedial strategies

UNIT-V Technology in mathematics education

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

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

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

SESSIONAL:

1. Class Tests 10 MARKS
2. Any one 10 MARKS
a) Group puzzles activity
b) Preparation of teaching aids
c) Demonstration of teaching aids
d) Collection of newspaper cuttings related to learning of a unit in mathematics.
e) Preparing a script for radio lesson or T.V. lesson in mathematics.
f) Visiting a mathematics lab in a school and presenting a report.

REFERENCES:-
PAPER: VII A/B
Pedagogy of Physics

MARKS: 100

Objectives:-
The student teachers will be able to:

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

Course content
Unit - I - Foundations of teaching physics

- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization, and Information Technology.
- Aims and objectives of teaching physics at senior secondary level, Correlation of physics with other school subjects.

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Unit - II - Planning for Instruction and Role of Teacher

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

Unit - III - Approaches and Methods of Teaching Physics

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

Unit IV - Instructional support system

- Use of Community resources in teaching of physics.
- Planning, equipping and maintaining Physics Laboratory; planning and guiding practical work
- Selecting and guiding Projects in Physics.
- Planning and organization of Science Clubs, Science fairs and Field trips

Unit – V Physics curriculum and Evaluation of Physics Learning

- Principles of developing curriculum of Physics,
- Evaluation of physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blueprint and achievement test, item analysis,
• Diagnostic testing and remedial teaching in physics. Evaluation of Practical Work

**Sessional Work –**

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

**References :**

Objective -
To enable student teacher to:

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

Unit - I: The Nature of Science

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

Unit - II: Curriculum and Planning
• Chemistry Curriculum, Place of Chemistry in School Curriculum
• Principles of Curriculum Construction, Difference between Curriculum and Syllabus,
• Co-curricular activities, factors influencing curriculum of chemistry.
• Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
• Planning- Daily lesson plan, unit plan & yearly plan.

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

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

Unit - V: Evaluation of Chemistry
• Difference between Measurement, Assessment and Evaluation,
• Characteristics of good Measurement, Diagnostic Test and Remedial Teaching,
- Criterion Referenced Testing and Norm Referenced Testing. Different types of items. Essay type, Short types objective type.
- Development and Standardization of Achievement Test in Chemistry.

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

References:
11. Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi:

PAPER: VII A / B
PEDAGOGY OF BIOLOGY

Marks 100

Objectives:
To enable student Teacher to
1. Understand the Nature, Place Values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work at the Laboratory.
9. Organise Co-curricular activities and utilize community resources promoting Science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil and thus prepare appropriate test for the purpose (both theoretical & practical)

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

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

UNIT-III Methods and approaches
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops.

UNIT-IV Instructional Support System
- Multi sensory aids: Charts, models, specimen, bulletin boards, flannel Board, Transparencies slides, projector, OHP, Computer, T.V., and Radio etc.
- Co-curricular Activities: Organization of science club, science fair, trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
• Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture.
• Characteristics of a good text book and Evaluation of a Text Book.

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

Sessional Work (20 Marks)
(1) Class Test 10 Marks
(2) Any one of the following-- 10 Marks
• Life sketch & contribution of any one prominent Indian Biologist.
• Preparation of Harbarium (scrap book)
• Prepare any one of the following related to environment education.
  (i) Poster (miniature), (ii) Article, (iii)Story, (iv) Play
• Description of any two teaching models.
• Prepare a Radio or T.V. script.
• Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
• A case study of any one senior secondary lab of Biology.
• Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
• Construction and administration of Diagnostic test on any one unit of Biology.

REFERENCES:-

**PAPER VII A / B**

**Pedagogy of General Science**

**OBJECTIVES:**

The Pupil-teacher will be able to:

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

**Unit - 1 Teaching of General Science**

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

**Unit - 2 Planning in General Science teaching**

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

Unit - 3 Methods & Techniques of teaching in General Science
• Methods: Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive-deductive.
• Techniques: Team teaching, Simulation, Task analysis, Cognitive psychology based technique, Technology based technique.
• Year plan, Unit plan, Lesson plan - General, IT based.

Unit- 4 Teaching Aids and Models of teaching
• Teaching Aids: Non-projective - chart, picture, model, Projective - Film projector, OHP, LCD, DLP,
• Science laboratory, Science club, Science Exhibition, Field trip
• Laboratory Equipment and Material: selection, purchase, maintenance and safety measures.
• Models of teaching: Concept Attainment Model, Inquiry training model.

Unit - 5 Pedagogical analysis & Evaluation in General Science
• Concept, Approaches & importance for pedagogical analysis,
• Core elements and values, Content cum methodology approach, IT based approach
• Importance of evaluation in General Science, Evaluation according to areas - Cognitive, Psychomotor & Affective, Domain
• Use of tools and technique of evaluation - Achievement test, Diagnostic test, Remedial teaching, Online Evaluation

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

REFERENCES:-


**PAPER:- VII A / B**

**Pedagogy of Home Science**

100 Marks

**Objectives:**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.

2. Create interest among student teachers in teaching of Home Science.

3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.

4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.

5. Train the student teachers to use problem-solving approach in problems related to home life.

6. Develop practical skills to organize various activities related to Home Science.

7. Develop competencies and skill for effective evaluation in Home Science.

**COURSE CONTENT:**

**UNIT-I**

UNIT-II

a) Micro teaching skills relevant in Home Science.


UNIT-III

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

UNIT-IV


UNIT-V


Assignments:

1. Class Test 10 marks
2. Any one of the following: 10 marks
   - Food - its constituents, functions and sources.
   - Care and maintenance of cotton, wool, silk and synthetics.
   - Importance of care of the child.
• Cleaning and polishing of brass, silver, glass and plastic articles.
• Guidelines for making flower arrangement and rangoli.
• Immunization Schedule
• Organisation of mid-day meals in schools

REFERENCES:

PAPER:-VII A / B

PEDAGOGY OF COMMERCE PRACTICE

MARKS-100

Objectives:

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

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

Unit 1 Conceptual Background of Commerce


Unit 2 Curriculum Developments in Commerce

- Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.

- Modern trends in curriculum construction. Objective based, Child centered, and Activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.

- Different approaches to curriculum organization – Spiral, topical and concentric.
approach

Unit -3 Training in Teaching skills
- Micro Teaching Practice in Teaching Skills,
- Meaning, importance and purpose of planning - Year plan, unit plan and lesson plan
- Teacher - Essential qualities, duties and responsibilities.
- Professional growth - Ways and means of developing professional competency in service training - Role of NCERT

Unit- 4 Instructional support or resources for commerce teaching
- Commerce Library - Need & Importance
- Organization of field trips and study tours - their importance
- Commerce Club - Need & Significance
- Community Resources and its utilization

UNIT: 5 -- EVALUATION IN COMMERCE
- Objective based Evaluation, competency based evaluation
- Construction of achievement test - design, blue print, writing of test items.
- Different types of test items - merits and demerits
- Continuous and comprehensive evaluation - grading system

SESSIONALS:
1. Class Test 10 MARKS
2. Any one 10 MARKS
- Report writing on Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
Organizing and conducting commerce club activities.

References:
3. Khan, M.S., Commerce Education, New Delhi; Sterling Publication (P) Ltd.
7. Sharif Khan, Mohd., The Teaching of Commerce, New Delhi; Sterling Publication (P) Ltd.

PAPER: VII A / B

PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY

Marks-100

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

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

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

UNIT-III
Teaching approaches of Book-Keeping and Accountancy
a. Journal Approach
b. Leader Approach
c. Cash Book Approach
d. Equation Approach

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

Techniques and devices to teach Book-Keeping and Accountancy.

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

UNIT-V
• Evaluation of Students performance.
• Achievement Test,
• Diagnostic Test,
• Blue Print

Sessional Work (20 Marks)
• One test of 10 Marks
• Any one of the following-10 Marks

Preparation of teaching aids
Preparation and construction of a achievement test
Preparation of a lesson plan based on any innovative method.

References:
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnati, Ohio.
4. Harvey: Ways to teach Book-keeping and Accounting
7. Sobby: The teaching of Book-keeping.

PAPER: VII A/B
Pedagogy of Drawing and Painting

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

COURSE CONTENT:

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

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

UNIT-III
- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).
- Importance of Field trips and Excursions in Art.
• The importance of Exhibitions & Competitions in encouraging creative expression among Students.

UNIT-IV
• Qualities and functions of an Art-teacher.
• Methods of teaching art:
  - Lecture cum Demonstration method.
  - Direct Observation method.
  - Method of Imagination and Free Expression.
• Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagsore and Satish Gujral
• Importance of art Room and its requirements.

UNIT-V
Micro teaching
Year : Unit, & Lesson planning to teach:
Still life: Design, Landscape, Composition, Poster.
Assignments:
1. Class Test: 10 marks
2. Any one of the following: 10 marks
Practical work to be submitted by students during the session:
Size: 1/4 Imperial Size Sheet. One Canvas in size 18' X 22' to be submitted along with the sheets:
1. Landscapes - 2
2. Still life - 2
3. Poster - 2
4. Composition - 2

REFERENCE
4. Daswani, K.K., Teaching and Appreciation of Art in Schools.
5. Lewenfeld Viktor. Creative and Mental Growth.
PAPER: VIL A / B

Pedagogy of Music Teaching

Marks - 100

Objectives:

To enable student teacher:

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

Unit I: Music: Brief Introduction

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

Unit II: Music in School Curriculum

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

Unit III: Micro-Teaching & Skills

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

Unit - 4 Biographies of following eminent musicians:
• S. Sathyanarayana
• M. Vishnu
• P. Vishnu Digambar Paluskar
• Pr. V.N. Bhatkhande

Unit - 5 Types of Tals & Ragas
• Knowledge of following Tals: Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Caktal.
• Knowledge of different part of instruments Tanpura/Ektar/Tabla
• Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

SESSIONALS:-
1. Class Test 10 marks

• Assignment

Each student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:
• Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental music.
• Ability to describe and to compose in the following Ragas: Adiva Bilaval, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
• Music and Folk music.

REFERENCES:-
2. B.K. Rana, V.N., Karmik Pustak Malika Laxmi Narayan Garg, Sangeet Karyalaya, Haras

**PAPER: VII A / B**

**Pedagogy of Psychology**

100 marks

**Objectives:**

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

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

**UNIT I: Introduction of Psychology**

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Physiognomics
- View of Psychology as a science
- Society and matter of Psychology

**UNIT II: Field of Psychology**

- Definition of Psychology in modern life (a brief and general account)
- Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life.
**Importance of Psychology in the school curriculum** – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people.

**UNIT-3 Aims and objectives of teaching Psychology**

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

**UNIT-4 Teaching strategies**

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

**UNIT-5 Pedagogical analysis of content**

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

**Assignments:**

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

**REFERENCE**

Dr. Registrar (Acad.)
University of Rajasthan
6. Educational Psychology : Jitendra Mohan, Willey Eastern Limited
7. Educational Psychology – Shukla and Safiyya
10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)

**PAPER: VII A / B**

**Pedagogy of Sociology**

Marks 100

**Objectives:**

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

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

[Signature]

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University of Rajasthan
10. To analyse present day problems in social context.
11. To develop the skill of preparation of lesson plan and its presentation and preparation and evaluation of question papers.
12. To set and equip the room to teach sociology.

Course Contents:

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

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

UNIT-III
- Methods of teaching
  - (a) Lecture method (d) Source method
  - (b) Discussion method (e) Problem method
  - (c) Project method (f) Survey method
- Techniques and devices of teaching
  - (a) Assignments (d) Seminars
  - (b) Symposium (e) Dramatization
  - (c) Illustration (f) Questioning
UNIT-IV
- Sociology text-book; importance and qualities, supplementary material.
- Sociology room – Importance, equipments.
- Teacher of Sociology – Importance, qualities and competence.
- Teaching aids: Meaning, importance and types. Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

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

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

REFERENCES:
3. Development. Available at books.google.co.in/books?isbn=812610984X

**PAPER-VII A / B**

**Pedagogy of Computer**

**MARKS-100**

**Objectives:**

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

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

**Unit 1: Computer Education: Pedagogy**

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

**Unit II: Teaching Methods and Approaches**
Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method

- Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- Advanced methods of teaching: CML, CAI, mobile learning, and online learning

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

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

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

Assignments:
1. Class Test 10 marks

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University of Rajasthan
Jaipur
2. Any one of the following :- 10 marks
   - Preparation of marksheet and question bank
   - Preparation of instructional material/courseware using Ms word,Ms powerpoint
   - Preparation of mark register of a class and its statistical and graphical presentation.

REFERENCE :
3. Digital Knowledge Maps in Education: Technology Enhanced Support for Teachers and Learners edited by Dr. Dirk Henthaler (University of Oklahoma, USA) and Dr. Ria Hanewald (Deakin University, Australia).

PAPER:- VII A/B
 Rajasthanwi sikshan

100 arak

Udesh -
- Rajasthanwi bhasha ke vidhna roopon ki samajh vikasit kare uski sanadon ke bare me bataana.
- Rajasthanwi bhasha koushal v sikshan ke avaghaanat sikshanat evam utdeshon ka jhan karakar, vidhna koushalon ka pujak evam samaptit sikshan karana.
• राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पूर्वजूति की समझ किल्लत करता।

• राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अख्तोर कराकर विभिन्न विषयों के ग्राम्य से सफल अभ्यास हेतु विभिन्न विधियों एवं उपायों का प्रयोग करना।

• राजस्थानी भाषा विधान में बुद्धिमानी रूप में राजस्थानी भाषा का सफल प्रयोग करना।

• पाठ्यक्रम, पाठ्यपुस्तक और पाठ्यपुस्तक के ग्राम्य विभागों में समय किल्लत करना।

• राजस्थानी भाषा शिक्षण में दृष्टि-अभ्य झार्नी का निर्माण एवं प्रयोग करने की योग्यता एवं भाषा प्रयोगशालाओं की सामर्थ्यकता एवं प्रक्रिया की समझ पैदा करना।

• राजस्थानी भाषा की अथ्यधिकार का कोशिकानुसार निदान एवं उपचार की योग्यता।

• राजस्थानी भाषा शिक्षण में मूलभूत हेतु प्रश्न-पत्र का निर्माण की योग्यता किल्लत करना।

इकाई — प्रथम
राजस्थानी भाषा की भूमिका —
• राजस्थानी भाषा, शिक्षण के सिद्धांत, महत्व, प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विधान सम्बन्धित विषयात
• राजस्थानी भाषा का महत्व, राजस्थानी भाषा और साहित्य, राजस्थानी भाषा और अन्य भारतीय भाषा, आधुनिक भारतीय भाषा के क्रम में, विद्यालयी वर्ग पर शिक्षण से सम्बन्धित समस्याएँ

• विद्यालयों में राजस्थानी भाषा —
1. गता-भाषा एवं विद्यालयी भाषा 2. पाठ्यक्रम में राजस्थानी भाषा
3. अभ्यास में राजस्थानी भाषा 4. भू-भाषायी कक्षा-कक्ष

• भारत में राजस्थानी भाषा की स्थिति
• क्षेत्रीय भाषायों,
• भारसी, बागडी, भेलवाडी, जडीवाडी, दुःखाडी, हाडीवाडी, बागडी, बेलवाडी, मासाडी आदि

इकाई — द्वितीय
• राजस्थानी शिक्षण के विविध समूह
i. गद्य शिक्षण  
ii. पत्र शिक्षण  
iii. व्याकरण शिक्षण  
iv. कहानी शिक्षण  
v. नाटक शिक्षण  
vi. उच्चारण शिक्षण  

उपयुक्त का समान्य, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष 
सूचन शिक्षण, देनिक पाठ योजना, इकाई योजना एवं सूचन पाठ योजना

• नवाचार और भाषा शिक्षण की प्रणाली
• विभाग जन संचार नागरिकों से राजस्थानी शिक्षण
  (a) परस्पराधि — नाटक, अभिव्यक्ति, कथा, साहित्य, कार्यालया
  (b) संचार माध्यम —
    (i) प्रिंट मीडिया — समाचार पत्र-पत्रकागो, साहित्यिक पुस्तकों
    (ii) इलेक्ट्रॉनिक मीडिया — रेडियो, टीवी, फिल्म एवं कब्जमाध्यम (सन्दी नीडिया),
        इंटरनेट, इन्टरनेट, माइफ़—प्रयोगशाला

इकाई (सूची)

• राजस्थानी शिक्षण की विभिन्नता
  प्रायोजन निक्षि, परस्पर अध्ययन निक्षि, प्रत्यय निक्षि, अर्थमन—निगमन निक्षि, अनुवाद निक्षि,
  व्याख्या निक्षि, पाठ्य पुस्तक निक्षि, सम्प्रेषण उपयोग, समाचार उपयोग।
• विभिन्न प्रकार का अनुप्रयोग
  (i) राजस्थानी भाषा अधिग्रह मनोविभाषा
  (ii) कहानी—कथा वाचार और परिस्थितियाँ
  (iii) शिक्षक—छात्र पाठपुस्तक व दृष्टि अथवा सहायक सामग्री की 
      मूल्यांकन
  (iv) राजस्थानी भाषा का व्यवहार के प्रयोग
  (v) अन्य विषयों के साथ राजस्थानी का समन्वय
  (vi) तथ्यां व उपचारात्मक कार्य
(vii) राजस्थानी भाषा की चुनौतियाँ।

(ix) राजस्थानी भाषा परीक्षा संबंधी मुद्दाओं।

इकाई (पंचवी)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण-और विकास
  (३) पाठ्यचर्या और पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध
  (४) राजस्थानी में दस कार्य एवं क्रियाकलापों का विकास।
  (५) अधिग्रहण में संस्कृत शिक्षा का महत्व विश्लेषण के सन्दर्भ में।
  (६) निदाननक्त परीक्षा एवं उपविद्यालय शिक्षण-अर्ध, सर्वोपरि महत्व एवं उपयोग।

इकाई (पंचवी)

- राजस्थानी शिक्षण में आकलन –
  (१) राजस्थानी भाषा विकास की प्रगति का आकलन – सत्ता और समग्र मूल्यांकन एवं
  स्व-मूल्यांकन, समूह मूल्यांकन, पौर्डरकिलयों।
  (२) प्रकाश द्वारा स्व-सामाजिक समर्थन प्रशिक्षण, चूजनात्मक वित्तपत्ती प्रशिक्षण
  कथनावली को जीत करने वाले प्रशिक्षण, गरीबवर्धन और टास्क (खुले प्रशिक्षण, बहुविकल्पीय,
  शारीरिक-आधार बालों, निपटान बालों प्रशिक्षण)।
  (३) फीडबैक (विद्यार्थी, अभिव्यक्ति और अभ्यासक) और रिपोर्ट।
  (४) प्रशिक्षण-पत्र निर्माण एवं नीति-पत्र

हामसामाजिक कार्य

1. क्या परीक्षा

2. निम्न से कोई एक

- अपने प्रसोक के 05 विषयों का दौरा कर एक रिपोर्ट तैयार करें कि वहीं राजस्थानी भाषा
  की क्या स्थिति है?

- संबंधित में भारतीय भाषाओं को समर्थन अनुसार स्वभाविक रूप से शिक्षण नीति पर द्वारा
  राजस्थानी भाषा समस्तीय दिक्षातिसिद्धांत पर रिपोर्ट तैयार करें।

- किसी एक राजस्थानी केंद्र का विश्लेषण परिवर्तन, दे सकते उसके राजस्थानी में योगदान पर
  आलेख तैयार करें।

- किसी एक राजस्थानी पत्रका की समीक्षा।

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rajasthan
संदर्भ –
1. राजस्थानी माध्यमकरण के सहभागी बनाए हुए अखिलेश साधपरी तैयार करना।
2. पत्र पत्रिकाओं में प्रकाशित किये जाने वाले नागरिक राजस्थानी सम्मिलन उदयपुर
3. पुरातात्त्विक उदयपुरक एवं विभागीय साधन उदयपुर
4. साक्षात राजस्थानी व्यक्तित्व – नृत्यलय दास बाबू राजस्थानी साहित्य संस्थान इंडिया बीकानेर
5. राजस्थानी माध्यमक एवं साहित्य – नृत्यलय राजस्थानी साहित्य संस्थान प्रयोग
6. राजस्थान का माध्यम और साहित्य – हिंदी भाषा अन्तर्गत आलमाराम जालंधर राजस्थान भाषा प्रचार
7. राजस्थानी हिंदी कोष माध्यम – राजस्थानी साहित्य संस्थान बाद्रीप्रसाद साक्षात
8. पंचसौर शृंखला जयपुर
9. आयुर्विज्ञान राजस्थानी – साहित्य प्रेम भरोसा पुत्रिया – ऋषि किरण नाहटा
10. राजस्थानी गीत उद्धव और विवाह – अभिव्यक्ति भारतीय साहित्य संस्थान हरिसेन रेड बाद्रीप्रसाद साक्षात

INTERNSHIP

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

1. Micro Teaching 5 skill (Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching in simulation condition including unit test in paper VI & VII (lesson 10 per year) 20 Marks per year
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
   o Ordinary Lesson
   o Demonstration Lesson
   o Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year
6. Practical in the audio-visual equipment two (to be evaluated by Audio-visual in-charge) 15 Marks per year

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

Course EPC-1

READING AND REFLECTING ON TEXTS

Marks - 50

Objectives

After completion of this course, the student teacher will:

- Develop an interest in reading
- Improve his/her ability to understand instruction

Course Content:

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

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

Unit 2: Engaging with Journalistic & Educational writing
- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly.
- Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly.

**Unit 3: Engaging with subject-related reference books**
- The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

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

**References**
1. The 4 Language Skills  
   www.englishclub.com/language-skill.htm
   www.wikipedia.org/wiki/reading-process

**EPC - 2**

**DRAMA AND ART IN EDUCATION**

**MARKS-50**

**Objectives:**

**[Signature]**

**Dy. Registrar (Acad.)**

**[Signature]**

**[Signature]**
To enable the students to—

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

UNIT-I: Aesthetic Sense and Education

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

UNIT—II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal dances, Contemporary dance in Modern India.
• Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang, Nautanki, Bhavai. Dance and Drama training, its relevance to learning at different levels of school.

• Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.

UNIT-III Visual Art: Teaching & Learning

• Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.

• Exploration and experimentation with different types of Visual Arts: painting, printing, college, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.

• Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.

• Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

Field Based Activities:

• Class Test 5 marks

• Any one of the following 10 marks

1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.

2. Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.

3. Prepare, Direct, or Participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, perform it publicly and submit a report.

4. Make a Documentary film related with any subject of school and present it.

5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.

6. Write three Drama-Scripts by your own on the basis of creative writing for school children.
7. Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.

8. Organize an exhibition related to any form of Visual Art in your respective institution.

REFERENCES:


18. गोवानी प्रमुख: भारतीय कला के विकिरण स्वरूप, पंचशील प्रकाशन, जयपुर।
19. प्रसाद देवी: विश्व का वादन कला, नेशनल बुक हाउस, इंडिया, 1999।
20. गुप्ता डॉ. भारती: सीतारंभ तत्त्वविज्ञाना, सीमा साहित्य भवन, व्यू लायल्सबुर्ग, दिल्ली।
21. समझौता में वी शिक्षा प्रणाली का विकास, शिक्षा प्रशिक्षण, दिल्ली।
22. जोशी भोज दत्त : संगीत भाषा एवं रागमाला, संगीत प्रकाशन, दिल्ली।
23. शामिल अभिव्यक्ति : भारतीय संगीत का विकास, इस्तेमाल डब विषयों, दिल्ली।
24. भाषा संवेदन : खाली गायन भौतिक विकिसित आवाज, पंचवीं प्रकाशन, जगपुर।
25. नाटक वी. शिखर, गोकुलक जी. चुक्कर : नाटक और संगीत, ने नाटक प्रकाशित हाउस, दिल्ली।
26. बीजे अमरेश चतुर्वेदी : संगीत की संरचना शिक्षा, प्रणाली, वृत्तांत बदल, अजमेर।
27. खुराना स्वान : खाली गायन के विभिन्न प्रकार, संरचना प्रकाशित, दिल्ली।

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

B.Ed 06 b

Knowledge and Curriculum( Part-2)

Marks-50

Objectives:

After completing the course the students will be able:-

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

Unit-I Child’s Construction of Knowledge

• Sources of Knowledge : Empirical knowledge Vs Revealed knowledge.
• Different kinds of knowledge:

(a) Disciplinary knowledge: Concepts and Alternative Concepts
(b) Course content knowledge: Criteria of Selection and Concerns
(c) Indigenous knowledge Vs Global knowledge
(d) Scientific knowledge Vs Religious knowledge
  - Concepts of Belief, Information, Knowledge and Understanding

Unit II Curriculum Planning and Transaction

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

Unit-III School: The Site of Curriculum Engagement

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

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

References-
20. www.knowlwdgecommission.gov.in
21. www.ncert.nic.in

PAPER:-7 A / B (SYLLABUS ALREADY GIVEN IN 1ST YEAR)
PAPER 8 IN B.Ed 1 YEAR (OPEN AIR/ SUPW CAMP)

B.Ed-09

Gender, School and Society

MARKS: 50

Objectives:

After completing the course the students will be able:-

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

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Dy Registrar (Acad.)
• To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

Unit 1: Gender Issues: Key Concepts
• Gender, Sexuality, Patriarchy, Masculinity and Femininity
• Gender Bias, Gender Stereotyping and Empowerment
• Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
• Issues and Concerns of Transgender.

Unit 2: Socialization Processes in India: Family, School and Society
• Gender Identities and Socialization Practices in different types of families in India.
• Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence: An Analysis – Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent of change – Life skills and sexuality.
• Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighbourhood and School and in other formal and informal institutions.

Unit 3: Gender Studies: Historical Perspectives on Education

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

Tasks and Assignments
1. Class Test 05 marks
2. Any one 10 Marks

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

References:

• Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
• Kirk Jackie e.d., (2008), Women Teaching in South Asia, SAGE, New Delhi
• Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
• Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India’s Renaissance, National Book Trust,' New Delhi, India.

B.Ed. 10
Assessment for Learning

MARKS: 100

[Signature]

Dept. Registrar (Acad.)
University of Rajasthan
JAIPUR
Objectives

The course will enable the student teachers to:

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

Unit 1: Basic Concepts and Overview

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

Unit 2: Analysis of Existing Practices of Assessment

• Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning, Construction and Uses. c) Cumulative records: Meaning, Significance.

Unit 3: Assessment in the Classroom and Record Keeping

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

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

Unit 4: INTERPRETING TEST SCORES

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

Unit 5: Feedback

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

Tasks and Assignments

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

REFERENCES:-
B.Ed- 11

Creating and inclusive school

MARKS: 50

Objectives

The course will enable the student teachers to –

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

• To reformulate attitudes towards children with special needs.

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

• To modify appropriate learner-friendly evaluation procedures.

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

• To contribute to the formulation of policy.

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

Course:-
UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

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

UNIT 2: LEGAL AND POLICY PERSPECTIVES

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

UNIT 3: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

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

Tasks and Assignments

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

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

REFERENCES:

OPTIONAL Special COURSES- (ANY ONE)

B.E.D – 12 (I)

PEACE EDUCATION

OBJECTIVES:-

The course will enable the student teachers to –

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

UNIT I Concept of Peace

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.
Unit 2: Introduction of Peace Education

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

Unit 3: Bases of Peace Education

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

UNIT 4: Effective Teaching of Peace

- Peace Education for Life and Long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities – Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,

Unit 5: Transcending Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education – UNESCO
- Addressing challenges to peace in Multicultural Society.

Tasks and Assignments
1. Class Test 10 marks
2. Any one 10 Marks

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

REFERENCES:


Course - B.Ed - 12 (II)

PHYSICAL EDUCATION AND YOGA

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

Unit 1. PHYSICAL EDUCATION
• Introduction, Definition and Meaning of physical education
• Objectives of physical education
• Scope of physical education & allied areas in Physical Education

Unit 2. PHYSICAL EDUCATION AND METHODS
• Need & importance of physical education in different levels of school (sec. and sr. sec.level)
• Training methods:- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)
• Development of Techniques and Tactics

Unit 3. PHYSICAL FITNESS
• Definition, Meaning, Types and factors of physical fitness
• Factors affecting physical fitness
• Benefits Physical Fitness

Unit 4: PHYSICAL FITNESS AND YOGA ACTIVITIES
• Need of physical activities at school level
• Importance of physical activities at school level
• Assessment of physical fitness
• Introduction, Meaning and mis-concepts of Yoga
• Ashtang Yoga (8 stages of Yoga)
• Types of Yoga
• Importance of Yogasanas, Pranayama and Shudhikriya
• Importance of Meditation in school

Unit 5: Human abilities and Yoga in Indian context
• Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary, Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

**Tasks and Assignments:**

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

**REFERENCES:**


**B.Ed – 12 (III)**

**GUIDANCE AND COUNSELING**

**OBJECTIVES:**

- The course will enable the student teachers to –
  - Understand the concept, need and meaning of guidance.
  - Get acquainted with the principles, issues, problems and procedure of guidance.
  - Develop understanding about the role of school in guidance.
• Understand the various areas, tools and techniques in guidance.
• Understand the concept, need and meaning of counseling.
• Get acquainted with the principles and process of counseling.
• Understand the tools and techniques in counseling.

UNIT 1. GUIDANCE IN SCHOOL
• Concept, Need and Meaning of Guidance.
• Principles of Guidance.
• Procedure of Guidance (steps).
• Issues and problems of Guidance.
• Role of school in Guidance.

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.
• Personal, Educational and vocational Guidance.
• Tools :- Records of students
• Cumulative Record
• Rating scale
• Psychological tests.
• Questionnaire and Inventories
• Techniques in Guidance (a) Observation, (b)Interview,(c)Sociometry

UNIT 3. COUNSELLING IN SCHOOL
• Concept, Need and Meaning of counseling.
• Principles of Counseling.
• Counseling process and Role.
• Directive, non-directive and eclectic counseling.
• Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING
• Individual counseling and Group counseling
• Lectures, discussions and Dramatics as techniques in counseling.
• Importance of follow-up in counseling.
• Counseling for the children with special needs
• Counseling for parents.

UNIT 5 Guidance and Counseling for Special Needs Population Guidance of children with special needs
• problems and needs
• guidance of the gifted and creative students
• guidance of under achiever,
• slow learners and first generation learners
• guidance of learning disabled, Drug addicts and alcoholics
• De addiction centers, Career resource centre
• Evaluation of counseling,

Need for research and reforms in guidance and counselling.

Tasks and Assignments

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

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

References:-
9. NCERT, Guidance and Counselling in Indian Education, New Delhi: NCERT, 1978

B.Ed 12 (IV)

HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

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

Unit 1. CONCEPT OF HEALTH
- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

Unit 2. HEALTH AND PROGRAMME
- School health programme
- Role of teacher in development of health
- Health Hygienic Education

Unit 3. PHYSICAL EDUCATION
- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

Unit 4. PHYSICAL FITNESS
- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.

Unit 5. PHYSICAL FITNESS AND EDUCATION
- Need & Importance of physical activities at school level(SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

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

B.Ed 12 (V)

ENVIRONMENTAL EDUCATION

OBJECTIVES:-

The course will enable the student teachers to –

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

COURSE

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

UNIT – II ENVIROMENTAL EDUCATION
- Environmental Education: Meaning, Objectives,
- its need & importance
- Principles of Environmental Education.

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

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

UNIT -V: NATURAL RESOURCES MANAGEMENT
- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

Tasks and Assignments
1. Class Test 10 marks
2. Any one 10 Marks

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

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

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

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

Unit III - ICT supported teaching/learning strategies, Internet and Intranet
- CAL - Computer Assisted Learning
- PBL - Project Based Learning
- Technology Aided learning
- E-Learning - Concept & Nature
- Web Based Learning
- Virtual Classroom
- Concept, need & importance
- Facilities available for Communication
  - Email, Chat and online conferencing
  - E-Library, websites, blog, Wikipedia
- Search Engines - Concept and uses

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

Practicum - 30 marks
- Prepare a report on Effective teaching learning process with ICT.
- Practising word processing using Indian language software.
- Practice in installing various system and application software.
- One term paper on any topic related to ICT.
- Comparison of various ICT supported teaching learning strategies.
- Report on web based learning environments.

Sessional (Submission Report): 20 marks
- Preparation of Studies for teaching on any topic at the school level
- Analysis of Multimedia Packages
- Any Seven Topic - Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard disks, Floppy Disk, SMPS, UPS

References:
2. Singh, V.P. and Singh, Meenakshi (1999), Computer - Terms and Definitions, New Delhi
6. ब्रार, मुरली (1996) कंप्यूटर सिलारण एवं परिवहन, दिल्ली प्रेस सर्विस, दिल्ली।
7. बंगोल्लूरू एवं अन्य : प्राचीन कंप्यूटर अनुभव, हिंदू परिवर्तन, उदयगिरि।
Objectives

The course will enable the student teachers to –

- To develop understanding about themselves the development of the self as a person and a teacher.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one’s dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enliven one’s abilities of body and mind and promote sensibilities that help to give in peace and harmony with one’s surrounding.

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

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

Unit 2: The Evolving Self

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions
- Tactics and techniques of self understanding
Unit 3: The Emerging Self

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

Tasks and Assignments

1. Class Test 05 Marks
2. ANY ONE 10 Marks

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

REFERENCES: