

पाठ्यक्रम
Syllabus
(As per NEP 2020)
BACHELOR OF EDUCATION (B.Ed.)
Two Year Regular Programmed
DISTRIBUTION OF PAPERS, MARKS AND CREDITS



(W.E.F. Academic Session 2026-2028 onwards)
(Semester-I, II, III & IV)

Pandit Deendayal Upadhyaya Shekhawati University
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NOTICE:

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

BACHELOR OF EDUCATION (B.Ed.)

OBJECTIVES:

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

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

Admission Rules

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

Admission Procedure for B.Ed.:

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

Duration and Working Days

Duration:

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

Working Days (For Both Years):

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

- Institution shall work for a minimum of thirty-six hours a week, during which

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physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

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

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

GENERAL RULES

- a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for atleast two years and also took University Examination each year but shall not include such subject as were studied by him only for a part of Bachelor's Degree course. Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours Graduates, besides the honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.
- b) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Philosophy, Public Administration. Economics, Geography, Sociology, Psychology, Education, Music, D&P, HomeScience, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

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

Different categories of courses are as follows:

CORE COURSE

A Course which should compulsory be studied by candidate as a core requirement is

termed as core course.

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

ELECTIVE COURSE

It is a course which can be chosen from pool of courses. The course may be specific/ specialized / supportive or advanced to the discipline of study. Generic Elective Course add generic proficiency to the students and they are for the said discipline of study Open Elective courses are from the pool of courses that are inter disciplinary and or multidisciplinary.

FOUNDATION COURSE

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

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

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

Credit Framework for Normal under Graduate Level Course:

The normal graduation programme has 20 credits per each course and per semester making Total credits for whole programme as 80. The distribution of credits or weightage of DSC, DSE, SSE, AEC, SEC courses may be as follows:

Distribution of Credits for Semester is Follows				
Semester	I	II	III	IV
Credits	20	20	20	20

Creditand Teaching Hours.

1 Credit =

1 hour Teaching

1 Credit =

2 hour of Practical/ Fieldwork

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

Unit and Course: A theory course shall have Four units

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	40% - 49%	Pass	E
4	Dropped	Below 40%	Fail	F

Grading

Performance Evaluation

(Calculation) $SGPA = ECG$

For a Semester

G is grade and C is Credit of Course.

Cumulative Grade Point Average (CGPA) for entire course

$CGPA = ECG/EC$ for all semester Taken together.

The total credits cover the core, elective, field work or extension activities, soft skills etc. GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual as signment/Quizzes/Test/UnitTest/Tutorials/ Practical/ Projects/ Seminar.

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

Year End Credit Requirement-

A candidate must clear at least 50% of total credits in the first -year (semester I and II Combined) to be promoted to the second year (Semester III). If this criterion is not met, all first-year credits must be cleared as a regular student to move forward.

Clearance of Odd and Even Semester Credits:

If candidate fails to clear all credits in an odd semester (Semester-I or III) but clears all credits in the corresponding even semester (Semester II or IV), they must clear the remaining credits as a regular student in the following odd semester. The same rule applies if a candidate clears all credits in odd semester but fails in the following even semester, they must clear these remaining credits as a regular student in the following even semester.

Combined Credit Clearance for Promotion:

Candidate failing to clear 50% of the combined credits for Semester I and II may not be promoted to Semester III.

Clearing Backlogs in Subsequent Semester:

If promoted to Semester III with remaining credits from Semester I and II, the candidate shall be BACK PROMOTED and He/She shall:

- I.** Clear remaining Semester I Credits in Semester III.
- II.** Clear remaining Semester II Credits in Semester IV.

Maximum Attempts:

Candidate will be provided a maximum of three attempts to clear each paper:

- i. Odd semester papers must be cleared by the end of Semester III or in next odd semester if necessary.
- ii. Even semester papers must be cleared by the end of Semester IV or in next even semester if necessary.

FLEXIBILITY FOR RE APPEARANCES:

Candidates are given flexibility for re appearing in remaining credits of specific semester in subsequent semesters, allowing them to complete the B.Ed. Programme within a maximum of three years.

ATTENDANCE REQUIREMENTS

If a candidate is not eligible to sit for an examination due to insufficient attendance, they will not be permitted to appear for the next semester's examinations.

SCHEME OF EXAMINATION:

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

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

CIA will include the following components:

Class Tests	15 marks
Assignments+attendance	10+5 marks
Total	30marks

For B.Ed students to pass a semester, a student must secure a minimum of 40% marks in aggregate.

Note: The duration of the examination for a paper with a credit score of 2 will be 2 hours, while the duration for a paper with a credit score of 4 will be 3 hours.

A. For Theory Papers:

Candidate who fail in, not more than 50% theory papers but secure at least 40% aggregate marks across the remaining theory papers may reappear for the failed paper in the next corresponding semester (Odd or Even).

B. For Practice of Teaching Examination

Candidates who fail or are absent in the Practice of Teaching Examination but achieve at least 40% aggregate marks across theory papers in Semester I may reappear for the Practice of Teaching Examination in Semester III. Similarly, candidates who fail or are absent in the Practice of Teaching Examination but secure at least 40% aggregate marks across theory papers in Semester III may reappear for the practice of Teaching Examination in next odd semester along with the Practice of Teaching Examination of next odd semester.

Question Papers:

1. Each question paper of 100 marks will have 3 Sections. **Section-A** will contain 10 Short type questions, candidate will be required to attempt all questions each carrying 02 mark. **Section-B** will contain short answer type 08 questions, out of which the candidate will be required to attempt any 04 questions each carrying 10 marks and the answer word limit for each question will be 200 words. Section-B will have two questions from each unit. **Section-C** will contain Essay type two questions with an internal choice for each question. Essay type questions will carry 20 marks each and answer words limit for each question will be 500 words. This section will have one question from each unit.

Note: The theory paper will be of 100 marks but 70 marks will be considered for evaluation & 30 marks will be added for assignments and internal assessment & test.

❖ **Practicum**

- ❖ EPC-III, question paper will be of objective type.

ORGANIZATION EVALUATION OF PRACTICE TEACHING:

1. Every Candidate will teach at least 40 Lesson (20 in Semester -II and 20 in Semester IV) During internship inschool, atleast 10 lessons in each subject should be supervised by the school subject teacher.
2. 40(20+20) Lessons as desired in syllabus should be completed as full period classroom lesson. MicroTeaching Lesson to be used in addition to those 40 lessons for developing certain teaching skills.
 - (i) The internal assessment in practice of teaching Criticism will be finalized by the principal with help of Members of the teaching staff and the same will be communicated to the university before the commencement of the practical semester II & IV.
 - (ii) At B.Ed. Semester-II & IV each candidate should be Prepared to teach one lesson at final practice examination.

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

Evaluation:

Final Lesson-The board of examination will consist of:

- A. The principal of the college concerened.
 - B. The board requires two external exminers either a principal or a senior, experienced faculty member from another teaching training college affiliated with PDUSU, Sikar; alternatively, one of them may be from outside the PDUSU, Sikar.
 - C. The board as far as possible will represent social science, Language and science.
 - D. The practice of teaching examination shall be conducted 100 trainee teachers in two continuous working days approximately 50 lessons will be examined by the board each day.
2. A Geo tag photograph or conducting External practicals shall be Uploaded on the University Portal at the time of uploading the marks online on the university portal.

EPC (ICT) Evaluation Panel:

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

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

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SCHOOL INTERNSHIP

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of four and sixteen week, in two time slots. Initially, they will be attached to particular school for four weeks as 'school attachment'. A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them. After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

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

Main Objectives for Internship

- Student teacher will be able to reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete learning situations, managing class room learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

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Curriculum Structure												
Session 2026-2028 onwards												
Name of the Programme: Bachelor of Education (B.Ed.)												
Year: First							Semester: I (Pawas)					
Pawas Semester I	Course Code	Course Title	Contact hrs per Week			Credits	Weightage (%)		MINI.Pass Marks		Total	
			L	T	P		CIA	THEORY	Internal Assm	External Assmt		
	Discipline Specific Core (DSC):											
	26BECG5101T	Childhood and Growing up	4	0	0	4	30	70	12	28	100	
	26BECI5102T	Contemporary India and Education	4	0	0	4	30	70	12	28	100	
	26BELT5103T	Learning and Teaching	4	0	0	4	30	70	12	28	100	
	26BELA5104T	Language Across the Curriculum	4	0	0	4	30	70	12	28	100	
	Ability Enhancement Course (AEC):											
	26BERR5105T	Reading and Reflecting on Texts	2	0	0	2	30	70	12	28	100	
	Skill Enhancement Course (SEC):											
26BETT5101W	Teaching Training Workshop	0	0	4	2	100	--	50	--	100		
Seminar/Internship/Project etc.:												
---		---	--	--	--	--	--					
		Total				20					600	

Curriculum Structure											
Session 2026-2028 onwards											
Name of the Programme: Bachelor of Education (B.Ed.)											
Year: First				Semester: II (Vasant)							
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)		MINI.Pass Marks		Total	
		L	T	P		CIA	THEORY	Internal Assm	External Assmt		
Discipline Specific Core (DSC):											
26BEEM5201T	Education System in India and School Management	4	0	0	4	30	70	12	28	100	
26BEUD5202T	Understanding Discipline and Subject	2	0	0	2	30	70	12	28	100	
Discipline Specific Elective (DSE): Select any one											
26BEKC5203T	Knowledge and Curriculum – A	2	0	0	2	30	70	12	28	100	
26BEKC5204T	Knowledge and Curriculum – B	2	0	0	2	30	70	12	28	100	
Subject Specific Elective (SSE): Select any one for Pedagogy as per UG/PG Programme											
26BEHL5205T	Hindi	4	0	0	4	30	70	12	28	100	
26BEEL5206T	English	4	0	0	4	30	70	12	28	100	
26BESL5207T	Sanskrit	4	0	0	4	30	70	12	28	100	
26BEUR5208T	Urdu	4	0	0	4	30	70	12	28	100	
26BEHS5209T	History	4	0	0	4	30	70	12	28	100	
26BECI5210T	Civics	4	0	0	4	30	70	12	28	100	
26BESS5211T	Social Studies	4	0	0	4	30	70	12	28	100	
26BEES5212T	Economics	4	0	0	4	30	70	12	28	100	
26BEGS5213T	Geography	4	0	0	4	30	70	12	28	100	
26BEHM5214T	Home Science	4	0	0	4	30	70	12	28	100	
26BECH5215T	Chemistry	4	0	0	4	30	70	12	28	100	
26BEPH5216T	Physics	4	0	0	4	30	70	12	28	100	
26BEMT5217T	Mathematics	4	0	0	4	30	70	12	28	100	
26BEGN5218T	General Science	4	0	0	4	30	70	12	28	100	
26BEBI5219T	Biology	4	0	0	4	30	70	12	28	100	
26BECP5220T	Commerce Practic	4	0	0	4	30	70	12	28	100	
26BEBK5221T	Book Keeping	4	0	0	4	30	70	12	28	100	
26BEDP5222T	Drawing and Painting	4	0	0	4	30	70	12	28	100	
26BEMU5223T	Music	4	0	0	4	30	70	12	28	100	
Ability Enhancement Course (AEC):											
26BECA5201W	Community Activity Workshop open air session	0	0	4	2	100	--	50	---	100	
Skill Enhancement Course (SEC):											
26BEEA5201P	Final Lesson – I	0	0	8	4	--	100	50		100	
Seminar/Internship/Project etc.:											
26BESI5201I	School Internship*	--	--	4	2	100	--	50		100	
Total					20					700	

* The evaluation of this course will be done by the principal of the respective school in which student completed the internship. Document for the evaluation (As per Annexure 1) will be uploaded by College Course Coordinator along with the Marks of the course.

Curriculum Structure												
Session 2026-2028 onwards												
Name of the Programme: Bachelor of Education (B.Ed.)												
Year: Second						Semester: III (Pawas)						
Pawas Semester III	Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)		MINI. Marks		Total	
			L	T	P		CIA	ETE	Internal A	External A		
	Discipline Specific Core (DSC):											
	26BEPS6301T	Philosophical and Sociological Perspectives of Education	4	0	0	4	30	70	12	28	100	
	26BEGS6302T	Gender, School and Society	2	0	0	2	30	70	12	28	100	
	26BEAL6303T	Assessment for Learning	4	0	0	4	30	70	12	28	100	
	26BECI6304T	Creating an Inclusive School	2	0	0	2	30	70	12	28	100	
	Skill Enhancement Course (SEC):											
	26BEDA6305T	Drama and Art in Education	2	0	0	2	30	70	12	28	100	
	26BETT6301W	Teaching Training Workshop	0	0	4	2	100	--	50	--	100	
	Ability Enhancement Course (AEC):											
	26BECU6306T	Critical Understanding of ICT	4	0	0	4	30	70	12	28	100	
	Seminar/Internship/Project etc.:											
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		Total				20	--				700	

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Curriculum Structure											
Session 2026-2028 onwards											
Name of the Programme: Bachelor of Education (B.Ed.)											
Year: Second							Semester: IV (Vasant)				
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)		MINI. Marks		Total	
		L	T	P		CIA	THEOR	Internal A t	External A		
Discipline Specific Elective (DSE): Select any one											
26BETE6401T	Teacher Education	4	0	0	4	30	70	12	28	100	
26BEPE6402T	Physical Education and Yoga	4	0	0	4	30	70	12	28	100	
26BEGC6403T	Guidance and Counselling	4	0	0	4	30	70	12	28	100	
26BEVE6404T	Value Education	4	0	0	4	30	70	12	28	100	
26BEEE6405T	Environmental Education	4	0	0	4	30	70	12	28	100	
Subject Specific Elective (SSE): Select (Separate course from Semester II) any one Pedagogy (As per UG/PG Programme)											
26BEHL6406T	Hindi	4	0	0	4	30	70	12	28	100	
26BEEL6407T	English	4	0	0	4	30	70	12	28	100	
26BESL6408T	Sanskrit	4	0	0	4	30	70	12	28	100	
26BEUR6409T	Urdu	4	0	0	4	30	70	12	28	100	
26BEHS6410T	History	4	0	0	4	30	70	12	28	100	
26BECI6411T	Civics	4	0	0	4	30	70	12	28	100	
26BESS6412T	Social Studies	4	0	0	4	30	70	12	28	100	
26BEES6413T	Economics	4	0	0	4	30	70	12	28	100	
26BEGS6414T	Geography	4	0	0	4	30	70	12	28	100	
26BEHM6415T	Home Science	4	0	0	4	30	70	12	28	100	
26BECH6416T	Chemistry	4	0	0	4	30	70	12	28	100	
26BEPH6417T	Physics	4	0	0	4	30	70	12	28	100	
26BEMT6418T	Mathematics	4	0	0	4	30	70	12	28	100	
26BEGN6419T	General Science	4	0	0	4	30	70	12	28	100	
26BEBI6420T	Biology	4	0	0	4	30	70	12	28	100	
26BEC6421T	Commerce Pratic	4	0	0	4	30	70	12	28	100	
26BEBK6422T	Book Keeping	4	0	0	4	30	70	12	28	100	
26BEDP6423T	Drawing and Painting	4	0	0	4	30	70	12	28	100	
26BEMU6424T	Music	4	0	0	4	30	70	12	28	100	
Skill Enhancement Course (SEC):											
26BEUS6425T	Understanding the Self	4	0	0	2	30	70	12	28	100	
26BETT6401W	Teaching Training Workshop	0	0	4	2	30	70	12	28	100	
26BEEA6401P	Final Lesson -II	0	0	8	4	--	100		50	100	
Seminar/Internship/Project etc.:											
26BESI6401I	School Internship*	--	--	2	4	100	--		50	100	
	Total				20					600	

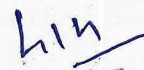
* The evaluation of this course will be done by the principal of the respective school in which student completed the internship. Document for the evaluation (As per Annexure 1) will be uploaded by College Course Coordinator along with the Marks of the course.

Final Credit Summary

Bachelor of Education (B.Ed.) Two year Program

Year	Semester	Credits						Total
		DSC	DSE	SSE	AEC	SEC	Internship	
First	I (Pawas)	16	--	--	2	2	--	20
	II (Vasant)	6	4	4	2	4	--	20
Second	III (Pawas)	12	--	--	4	4	--	20
	VI (Vasant)	--	4	4	--	8	4	20
To		34	8	8	8	18	4	80

Discipline Specific Core (DSC), Discipline Specific Elective (DSE), Subject Specific Elective (SSE), Ability Enhancement Course (AEC), Skill Enhancement Course (SEC)


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SEMESTER-I

Course Code	CourseTitle	Course Category	Credit	CIA	Theory	Total
26BECG5101T	Childhood and GrowinUp	DSC	4	30	70	100

Objectives:

- Teacher trainees can aware about concept, methods & applications of educational psychology.
- To aware the trainees about concept and development aldimensions of childhood. Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of a dolescence & remedies through guidance & counselling services.
- To aware about the process of human developmen
- To build sensitivity towards childrens' needs and capabilities within their socio- cultural context

Course contents:

Unit-I Educational Psychology and Development:

- Educational Psychology: Concept, methods & applications
- Implications of educational psychology for a teacher, curriculum, class-rooms situations and learner development
- Indian psychology: concept and its implication
- Growth & development of the learner: concept, stages, principles, dimensions, factions in influencing development –
- Piaget's vgotsky cognitive development
- Erikson's psycho – social development
- Kohalberg's moral development

Unit-II ChildhoodAndItsDevelopment:

- **Concepts of Growth and Development:** Stages, Principles, and factor (Genetic, Biological, Environment, Physical).
- Physical and Socio-Emotional Development during early and later stages of childhood.
- Physical, mental, emotional, social & moral development dimensions to fostering imagination, memory & creativity activities for personality development
- Influence of environment and heredity on development

Unit-III Adolescence and Its Development:

Learning Theories and Motivation:

- Thorndike, Pavlov, Skinner and Gestalt

-Teaching Learning theory: Gagne

-Social Learning theory: Bandura

- Motivation in learning: Maslow's hierarchy of needs, implications for teaching.
- Physical, Emotional, Social, Spiritual & moral development fostering thinking, reasoning & problem- solving abilities activities for personality development
- Guidance & counseling services in schools

Unit-IV Learner:

Psychological dimensions & new trend

- Personality: concept, types & theories of personality with special reference to Cattell, Allport, Psycho-analytical theory, assessment of personality.
- Intelligence-meaning, process, theories & types of intelligence (artificial, emotional and multiple intelligence)
- Adjustment: concept, process, defense mechanism, life skills for stress management dealing with child abuse and child exploitation, mental health and hygiene.

Assignment & Practical Work: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare administer and intercept a Case study/ Questionnaire related to problems of adolescence.
- One assignment Work-related to topics in above unit.
- Organize various Guidance and Consoling campaign for secondary level students.
- Administer, Score and intercept a standardized psychological test related to personality/ Intelligence/ Creativity/ Mental Health/ Adjustment.
- Prepare a Survey report related to various psychological dimension problems and related
- Remedies for School Students.

Learning Outcomes:

After Completion of this Course Students Would able – to:

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

References:

1. Backett Chris (2004), Human Growth & Development, Sage Publication
2. Das, J.P. (1998), The Working Mind: An Introduction to Psychology, Sage Publication.
3. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
4. Singh In dramani & Parasuraman, Raja (1998) Human Cognition – A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A.D. (1996) Human Memory: Theory and Practice, Washington, DC: Psychology Press.
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7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York: Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata McGraw-Hill Publishing Company Ltd. New Delhi.
10. Aggarwal J.C., Kumar, Essentials of Educational Psychology (III ed) Noida, Uttar Pradesh, India: Vikash Publishing House.

SEMESTER-I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
26BECI5102T	Contemporary India and Education	DSC	4	30	70	100

Objectives:

- To know the concept and nature of Education.
- To know the social mobility and social skill.
- To understand the various committee and commission.
- To educate about the recent policies of Education.
- Analyze the major trends, issues, and challenges in Indian education within the context of NEP 2020.
- Understand the constitutional provisions, values, and commitments related to

Course Contents:

Unit-I Concept and Nature of Education in India:

- **Education as a Social Process:**
Meaning, concept and historical evolution from ancient to contemporary times, education as an organized, institutionalized activity.
- Aims of Education:** Changing aims of education in the context of globalization; role of Education in fostering democratic and inclusive values.
- Education: Concept, Nature, Objectives and Functions.
- Role and problems of education in nation building.
- Current educational provisions of education in India.
- Contribution of women Scholars to the Indian Education system (Gargi & Savitribai Phule).

Unit-II Social Aspects of Education:

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

Unit-III Progressive Development of Education in Terms of Commissions and Committees:

- Characteristics of Ancient, Medieval and British Period of Education.
- Radhakrishna Commission of Education (1948).
- Mudaliyer Commission of Education (1952).
- Kothari Commission of Education (1964).
- National education policy (1968 and 1986).
- Revised national education policy (1992).

Unit-IV Programmes for Education & Contemporary Educational Policies;

- **Contemporary Educational Policies:** Insights into NEP 2020, SSA, RMSA, RTE Act (2009), MLL, Kasturba Gandhi Balika Vidyalaya; current challenges in policy implementation.
- **NEP 2020's Vision:** Emphasis on universal access, equity, inclusion and quality; vocational education, foundational literacy, digital and holistic learning approaches.

- **Constitutional Values and Rights;** Preamble, Fundamental Rights and Duties, Directive Principles; the role of education in promoting equality, justice and fraternity.
- **Educational and Politics:** The relationship between education and politics, role of school and teachers as agents of social change and cultural preservation.

Assignment (Any Two) & Test:

- Write the educational contribution of any one Indian Thinker.
- Prepare a Assignment Work on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.
- Concept of education in Emerging Indian Society as relevant to school children's Development of moral attitude through self management.

Learning Outcomes:

After completion of this course students would able to:

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

References:

1. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York: Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York: The Free Press of Glenoce.
3. Gore, M.S., et.al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et.al (1965), On Education: Sociological Perspective, New York: John Wileyand Sons.

SEMESTER-I

Course Code	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BELT5103T	Learning and Teaching	DSC	4	30	70	100

Objectives:

- To acquire the basic knowledge of learning and Teaching. To understand the implications of education.
- To develop various methods of teaching.
- To understand the various application of education.
- To Study the relationship between teaching and learning and the factors that influence learning.
- To make use of modern information and communication technology to improve the teaching-learning process.
- To study the new trends and innovations involved in the teaching learning process with professional ethics.

Course Contents:

Unit-I learning & Teaching process:

- Learning: Concept, Nature and Characteristic, Factors affecting Learning & types of learning.
- Teaching: Meaning, Nature, Principal, Levels, Phases, and Maxims of Teaching. Difference of training and instruction from teaching.
- Relationship between teaching and learning, Resource and their development for promoting the teaching –learning process.
- Tradition and changes given the learning process a shift from teaching and learning.

Unit-II: Source of Effective Teaching:

- **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: Concepts, Principal, and types of programmer learning.
- Concept of micro teaching, various teaching skills.

Unit-III Educational Technology in Teaching Learning Process:

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

Unit-IV New Trends in Teaching and learning due to technological innovation:

- Analysis and organizational learning in the diverse classroom. Issues and concerns

- Team Teaching, cooperative learning, and E- Learning, E-content, E- magazine, E-journals, E- Library, Issues and concerns about organize Teaching, learning.
- Process in a diverse classroom with respect for study habits, ability, giftedness, and interest of the learner.
- Teaching as a complex activity.

Assignment (Any Two) & Test-

- Preparation and practical implications of at least two technical learning resources (transparencies, Power Point Slides, animated Videos.)
- Identify the learning needs of the learner in the diverse classroom with regard to their abilities, learning styles, socio-cultural difference, learning difficulties, and their implication for classroom teaching.
- Identify the professional skills for teacher 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:

1. Baron, R.A., and Byrne D. (2002), Social Psychology, (10thEd.), Prentice Hall of India Private Limited, New Delhi.
2. Coulson, J.E. (1962), Programmed Learning and Computer Based Instruction, Wiley, New York.
3. Domain Book-I (1956), McKay, NewYork.
4. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
5. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.
6. Lindzey, G.&Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
7. Mohanthy Jagannath; Educational Technology, Deepand Deep Pub., NewDelhi.
8. Rajaraman,V, Computer programming in pascal, Prentice Hall of India, NewDelhi.
9. Rajaraman,V; Computer programming in Fortran, Prentice Hall of India, NewDelhi.
10. Rao, Usha, Educational Technology, Himalaya Pub.House, Bombay,1994.
11. Sarafino EdwardP., (1994), Health Psychology, Biopsychosocial Interactions
12. Saraswathi,T. (2003)–Cross-cultural Perspective in Human Development, Sage Publication

SEMESTER-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BELA5104T	Language Across the Curriculum	DSC	4	30	70	100

Objectives:

- To understand the various mode of language like reading, writing, speaking and listening.
- To develop the skill of oral and written language.
- To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies To develop the vocabulary and language proficiency and related remedies.
- Identify common language and speech disorders and develop remedial lesson plans and assessments tools.
- Utilize language laboratory and digital tools to enhance language proficiency and learner engagement.

Course Contents:

Unit-I Language acquisition and development:

- Language: Concept, Meaning and Nature, characteristics, and roles in cognitive and social development.
- Language usages: Written, Oral, Role Playing with Communication
- Language Policy: First (Mother tongue) Second (Foreign language)
- Third (Religious or classical language)
- Language development: From childhood to adult stages

Unit-II Language Skills:

- Reading: Silent reading vs Rapid reading, News Paper, Journal, Books Narrative Text vs. Expository text
- Listening Skills: Active listening; pronunciation, intonation, stress, rhythm, and pitch.
- Speaking Skills: Fluency-building activities; error correction peer feedback; pronunciation drills.
- Reading Skills: Skimming, scanning inferential, and critical reading of textbooks and digital texts.
- Writing Skills: mechanics (punctuation, grammar); compositions (essays, reports, reflective journal); summarizing and expanding ideas.
- Note making and creative writing (Essay, Application, Letter, Paragraph).

Unit-III Language & Classroom Interaction:

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

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

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

Assignment & Practical Works: (Any Two):

- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)
- Discuss with students and find out the different languages they speak, and prepare a plan to use multilingualism as a teaching strategy.
- Organize a close and critical reading/discussion in a small group.
- Survey secondary schools to study academic achievement in overall or in specific subjects of diverse linguistic students.

Learning Outcomes:

After completion of this course students would be able to:

- Understand the nature and use of language.
- Develop the idea of Multilingualism in classroom teaching. Create the sense of language and its flavor.
- Inculcate language skills among trainees. Evaluate skills creative writing and expression.
- Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc. Develop or namental use of vocabulary in different curriculum.

References:

1. Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi, Sterling Publication Pvt.Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub.Co.Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.
4. Anderson, M., & Lynch, T. (2003). Lising. Oxford University Press.
5. Celce-Murcia, M. (2001). Teaching English as a Second od foreign Language. Heinle & Heinle.
6. Halliday, M.A.K., & hasan, R. (1976), Cohesion in English. Longman.
7. Hornby, A.S. (2005) Oxford Advanced Learnes's Dictionary (6th ed.), Oxford University Press.

SEMESTER-I

Course Code	CourseTitle	Course Category	Credit	C.I.A	Theory	Total
26BERR5105T	Reading & Reflecting on Texts (EPC-I)	AEC	2	30	100	100

Objectives:

- Enhance proficiency in reading, writing, critical thinking, and oral/written communication in the language of instruction.
- Cultivate sustained interest in diverse reading materials and reflective practices.
- Apply strategies for comprehension and interpretation of instructions and arguments.

- Collaborate in subject-based and cross-disciplinary reading groups to deepen understanding.
- Produce reflective responses, analytical summaries, and creative presentations based on textual engagement.

Course Contents:

Unit I: Narrative, Descriptive, and Expository Texts

- **Text Types:** Short stories, dramatic incidents, descriptive passages, comic-strip narratives.
- **Group Work:** Discipline-based clusters (science, mathematics, social sciences, languages) read and present varied texts.
- **Skills Focus:** Identifying themes, narrative structures, use of imagery, and authorial voice; crafting analytical summaries and personal reflections.

Unit II: Journalistic and Educational Writing

- **Text Types:** Newspaper/magazine features, editorials, well-crafted essays on education and learning.
- **Grouping:** Randomized reading circles to expose student-teachers to cross-disciplinary perspectives.
- **Skills Focus:** Evaluating arguments, distinguishing fact from opinion, analyzing rhetorical devices, drafting critical reviews.

Unit III: Subject-Related Reference Texts

- **Text Types:** Excerpts from reference books, handbooks, subject encyclopedias, and scholarly articles in each teacher's discipline.
- **Group Work:** Discipline-specific pairs research chosen topics and prepare mini-reports or annotated bibliographies.
- **Skills focus:** Locating information, synthesizing content, developing subject-matter glossaries, and designing concept maps.

Unit-IV Writing composition & Action plan.

- The selected texts could include articles, biographical writing or extracts from popular non fiction
- Writing with themes that are drawn from the subject areas of the student teachers (various, science mathematics, history, geography, literature/language pices) for this unit.
- Recite 10 poems/verse/stanza and write it. Prepare an action plan and organize accordingly, proof reading.
- Prepare list of innovative vocabulary for speaking. (50 words)

Assignment & Test Any Two)

- Prepare a plan and organize any two activities related to above units. Demonstrate different type of speaking.
- **Writing:** Based on the Text (e.g., Summary of a Scene, Exploration of Story, or Converting a situation into a dialogue)
- **Group Discussion:** (On Selected Themes)
- Making notes on Schematic Form (e.g., Flow Diagram, Tree Diagram, or Mind Map)
- Individual Task, using strategies such as Scanning and Skimming for Extracting Information.
- Making a PPT for the whole subject group.

References:

1. Aram, John (2004), 'Concepts of Inter disciplinary: Configurations of Knowledge and Action', Human Relations 57(4), 379-412.
2. Bryantala, L.H. and Niewolnyb, K., Clarkc, S. and Watson, C. Edward. (2014). Complicated Spaces: Negotiating Collaborative Teaching and Inter disciplinarity in Higher Education. The Journal of Effective Teaching, 14(2), 83-101. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060430.pdf>
3. Defining Inter disciplinary Studies.(n.d.).Retrieved March25,2021 from https://www.sagepub.com/sites/default/files/upm-binaries/43242_1.pdf
4. Dey,N.(2021Jan.29th).Understanding Discipline and Subjects. Retrieved from https://onlinecourses.swayam2.ac.in/nou21_ed05/preview
5. Deng, Z. (2013). School subjects and academic disciplines.in A. Luke, A. Woods & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
6. Friedow, A. J., Blankenship, E. E., Green, J. L. and Stroup, W.W. (2012). Learning Interdisciplinary Pedagogies: Critical Approaches to Teaching Literature, Language, Composition, and Culture, 12(3), 405–424. Retrieved from <https://core.ac.uk/download/pdf/188106944.pdf>
7. Golding, G. (2009). Integrating the Disciplines: Successful Interdisciplinary Subjects. University of Melbourne. Retrieved March 25,2021 from https://gened.psu.edu/sites/default/files/docs/LOA%20-%20InterdisciplinaryCourse_HowToGuide- Gooding.pdf
8. Gandhi, N. (2016). an Approach to Academic Discipline and subjects. Indian Journal of Applied Research, pp. 576-578. Retrieved from [https://www.worldwidejournals.com/indian-journal-of- applied-research \(IJAR\)/recent_issues_pdf/2016/June/June_2016_1464791567183.pdf](https://www.worldwidejournals.com/indian-journal-of- applied-research (IJAR)/recent_issues_pdf/2016/June/June_2016_1464791567183.pdf)
9. Jha, A. K.& Dey, N. (2016). BES-125Understanding Discipline and Subjects.Retrieved from <http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>

B.Ed.SEMESTER-I

Teaching Traning Workshop

26BETT5101W	Teaching Traning Workshop	SEC	2	100	--	50	--	100
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SN	PRACTICAL WORK	MAXIMUM MARK
1	Micro Teaching	20 Marks
2	Demonstration Lesson	20 Marks
3	Psychosocial Test (Five Test)	20 Marks
4	Unit Plan	10 Marks
5	Blue Print	10 Marks
6	Digital Lesson Plan (Each Method)	20 Marks
Total		100 Marks

Guidelines for the Practical Work:**➤ Micro Teaching (any Five Skills)**

1. Skill of Introduction
2. Skill of Questioning
3. Skill of Exemplifying
4. Stimulus-Variation Skill
5. Black-Board Writing Skill
6. Reinforcement Skill
7. Interpretation Skill
8. Probing Questioning Skill

SEMESTER-II

Course code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEEM5201T	Education System in India and School Management	DSC	4	30	70	100

Objectives**The objectives and the learning outcomes of the B.Ed. course are –**

- To develop interest attitudes and knowledge which will enable them.
- To build up a professional consciousness.
- To develop an understanding of the close relationship between society and school, between life and school work.
- Appreciate the contributions of traditional knowledge systems in various fields, including science, mathematics, medicine, and arts.
- To develop an understanding of aims and objective of education in the Indian background and to promote an awareness of the role of the
- To develop a leadership quality.

Course Content:**Unit –I Introduction to Educational Management:**

- Meaning, Definition, nature, scope, objectives, needs, functions and recent trends in education Management.
- Characteristics of Effective educational management.
- Management structure of education in India and different levels- Centre, State and local.
- Education management in the state of Rajasthan with special reference to school education.

Unit –II Management of School Activities:

- Time Management- School Calendar, Preparation of Time table – Concept, Principles, types.
- Curricular and Co-Curricular activities – their importance, principles, planning and effective organization.
- Institutional planning – concept, areas, steps.

Unit –III Educational Administration in India

- Educational Administrative Set-up in India Characteristics of State, National and International System of Education SSC, ICSE, IB IGCSE Boards of Education.
- Different Governing Bodies in Education- Function of NCERT, SCERT
- Staff Meeting- Need, Types and Process.
- Absenteeism- Causes and Measures (Staff and Students)

Unit –IV Management of Resources:

- Leadership role of Principal - Characteristics and skills, role in building the climate of a school. Leadership. Styles, meaning and qualities.
- Human resource management – Recruitment, orientation and professional development of teachers.
- Financial management – Budgeting, monitoring and auditing.
- Material resource management.

Assignment & Test (AnyTwo):

- Study on an institutional plan of a school.
- A critical study of secondary school management.
- Study the leadership role of Principal of a senior secondary school.
- Study of Co-Curricular activities organized by school,
- Action research.
- Reflective essay on the application of Ayurvedic principles in modern health and wellness.

Reference:

- School Management - M. Dash, Neena Das
- Education, Administration and Management - Dr. R.A. Sharma
- School Management and Leadership - Dr. Rima M Solanki, Dr. Swati S Rawat

SEMESTER–II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEUD5202T	Understanding Discipline and Subjects	DSC	2	30	70	100

Objectives:

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

1. Explain the nature, scope, and role of disciplinary knowledge in the school curriculum.
2. Differentiate between discipline-based and interdisciplinary subjects, and map their relationships to school courses.
3. Analyze subject-specific teaching methods and adapt them to diverse learner needs, including social justice considerations.
4. Design coherent syllabi and unit plan using principles of content selection and sequencing.
5. Integrate practical, co-curricular, and community-based activities (e.g. horticulture, hospitality) to foster creative learning.
6. Reflect on the impact of cultural and social contexts in redefining school subjects for universal education.

Course Contents:

Unit-I Foundations of Disciplinary Knowledge:

- Inter-disciplinary approach
- Nature and Role of Disciplines: Definitions, characteristics, and functions in cognitive and curriculum development.
- Subjects vs. Interdisciplines: Criteria for differentiation: examples of interdisciplinary integration.

Unit-II Subject –specific Pedagogies and social Perspectives:

- Social Science Methods: Lecture, Project, supervised study, storytelling, biographical and source-based inquiry, brainstorming, dramatization, experiential learning.
- Science teaching Techniques: Laboratory work, demonstration, project-based and field visits, concept mapping, heuristic problem solving, group/panel discussions.
- Social Justice and Cultural Perspectives: Redefining curriculum content to address equity, inclusion, and universal education values.
- Redefinition of School Subject concerning social justice. Meaning of Social culture perspective in the context of Universal Education.

Unit-III Framing Curriculum: Theory to Practice

- Principles of Content Design: Selection, organization, sequencing, and weightage based on cognitive level and learner needs.
- Process of Syllabus Preparation: Needs analysis, learning outcomes, unit planning, resource identification.
- Practical and Co-curricular Integration: Designing community projects (e.g., horticulture gardens, hospitality workshops) and linking to disciplinary learning.
- Evaluation of Curriculum Plans: Developing rubrics, formative and summative assessments, and reflective feedback loops.

Unit-IV Science and Disciplines:

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

Assignment & Test :(Any Two):

- Write a short note on Importance of Language in teacher.
- Read and review an article.
- Prepare a report on creative writing.
- Collection of news papers cutting related with horticulture and hospitality.
- Prepare a lab with related science and math tools and their operation.
- Study of any one aspect of social issues and prepare report.

References:

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publishing House co.Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approach and Method in Language Teaching, Cambridge, C.U.P.

3. Dewey, J. (1938). Experience and Education. Kappa Delta Pi.
4. Schwab, J. J. (1978). The Practical: A Language for Curriculum. School of Education, University of Chicago.
5. Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. Harvard Educational Review, 57(1), 1–22.
6. Taba, H. (1962). Curriculum Development: Theory and Practice. Harcourt Brace Jovanovich.

SEMESTER II

CourseC	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BEKC5203T	Knowledge and Curriculum (part-A)	DSE (Anyone)	4	30	70	100
26BEKC5204T	Knowledge and Curriculum (part-B)					

26BEKC5201T: Knowledge and Curriculum (part-A)

Objectives:

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

1. Explain the nature and types of knowledge in educational contexts.
2. Analyze theories of knowledge construction and their implication for teaching.
3. Differentiate between curriculum, syllabus, and frameworks.
4. Critically evaluate curriculum development process and framework.
5. Interpret the role of education in promoting equality, inclusion, and social justice.
6. Apply curriculum theories to analyze and design educational materials and learning experience.
7. Reflect on contemporary curricular issues in Indian and global contexts.

Course Contents:

Unit-I Knowledge and Curriculum Concept:

- Knowledge: Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring Curriculum: Meaning, Definition, Characteristics, Aims Importance
- Difference between old and new concepts of curriculum Principle of curriculum construction and Knowledge.
- Examine the role of eachers and schools as agents of knowledge dissemination and transformstion.
- Differentiate between information, knowledge, and wisdom.

Unit-II Concept, Bases, and Development of Curriculum:

- Define curriculum and distinguish it from syllabus and pedalogy.
- Discuss the philosophical, psychological, and sociological bases of curriculum development.
- Explain various approaches to curriculum: subject-centered, learner-centered, and activity-centered.
- Describe the process of curriculum design: objectives, content organization, implementation, and

evaluation.

- Analyze the importance of curriculum mapping and alignment.

Unit III: Curriculum and Social Context

- Discuss how political, cultural, economic, and social factors influence curriculum construction.
- Evaluate the role of curriculum in promoting equity, inclusion, and social justice.
- Analyze representation of marginalized groups (gender, caste, tribe, minority communities) in school curricula.
- Explore curricular debates related to language, regional identity, and globalization.
- Reflect on the challenges of making curriculum more democratic and inclusive.

Unit-IV Curriculum Frameworks and Reforms:

- Concept and Characteristics of National curriculum.
- Study key curricular frameworks: NPE 1986/1992, NCF 2005, NCF 2023.
- Critically examine the recommendations of major education commissions (Kothari Commission, Yashpal Committee, NEP 2020).
- Analyze current trends in curriculum reform (experiential learning, competency-based education, interdisciplinary curriculum).
- NCF-2005 (School education).
- NCFTE-2009 (Teacher education).
- Reflect on the future directions of curriculum reforms in India and beyond.

Assignment & Test (Any Two):

- **Curriculum Analysis Project:** Select a textbook or curriculum document from any school subject. Analyze it critically based on knowledge representation, inclusion, and interdisciplinary links. Submit a written report (1000-1500 words).
- **Content Mapping Exercise:** Prepare a detailed mind map showing the structure of knowledge for a selected topic. Highlight concepts, sub-concepts, relationships, and real-life applications.
- **Policy Document Review:** Study a major education policy (e.g., NCF 2005, NCF 2023, NEP 2020). Write a critical review focusing on knowledge, curriculum aims, and equity issues.
- **Curriculum Design Activity:** Develop a mini-curriculum (3–5 lessons) for a chosen theme/topic. Define learning objectives, content outline, pedagogy, and assessment methods.
- **Field-Based Study:** Conduct a survey of school teachers about their views on curriculum effectiveness. Prepare a summary report with findings and reflections (minimum 10 interviews).
- **Reflective Essay:** Write a personal essay on the theme: **"My Experiences with Curriculum: A Reflection on Knowledge and Learning"** (Word Limit: 1000–1200 words).

Suggested Readings

1. Apple, M. W. (2004). Ideology and Curriculum. Routledge.
2. Dewey, J. (1938). Experience and Education. Collier Books.
3. Kumar, K. (1991). Political Agenda of Education. Sage Publications.
4. NCERT. (2005). National Curriculum Framework. NCERT, New Delhi.
5. NCERT. (2023). National Curriculum Framework for School Education. NCERT, New Delhi.
6. Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press.
7. UNESCO. (2015). Rethinking Education: Towards a Global Common Good? UNESCO Publishing.

26BEKC5202T: Knowledge and Curriculum (part-B)

Objectives:

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

Course Contents:

Unit-I Philosophical Basis of Curriculum Development:

- Idealism, Naturalism, Pragmatism and curriculum
- Jain philosophy, Geeta Philosophy, Buddhism Philosophy and curriculum
- M.Gandhi, Vivekanand, R.N. Tagore and curriculum

Unit-II Sociological Basis of Curriculum Development:

- Social change and curriculum
- Social Mobility and curriculum
- Social development and curriculum
- Culture and curriculum

Unit-III Psychological Basis of Curriculum Development:

- Structuralism and curriculum
- Behaviourism and curriculum
- Associationism and curriculum
- Gestaltism and curriculum

Unit-IV Educational New Trends of Curriculum:

- Skill and curriculum
- Values and curriculum
- NCF-2005 (School Education)
- NCFTE-2009 (teacher Education)

Assignment & Practical Works: (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals Preparation of curriculum Design (any subject related)
- Curriculum framework for B.Ed. programmed.

Learning Outcomes:

After completion of this course students would able to:

- Describe various philosophical bases of curriculum
- Underst and various Sociological bases of curriculum
- Acquire various psychological bases of curriculum
- Develop Educational New Trends of curriculum.

REFERENCES:

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SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A	Theory	Total
26BEHL5205T	Hindi	Pedagogy of A school subject	4	30	70	100

Objectives:

- भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।
- भाषा और साहित्य के सम्बन्ध में जानना।
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों के बारे में जानना।
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
- हिन्दी शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।

विषय वस्तु :

इकाई : प्रथम –भाषा के विविध स्वरूप एवं सामान्य अवबोध

- मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष
- भाषायी कौशलों के विकास—
अ. श्रवण ब. उच्चारण स. वर्तनी द. वाचन (संस्वर व मौन)
य. भाषा की अभिव्यक्ति के माध्यम (मौखिक व लिखित)

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

- वर्ण विचार, शब्द विचार, वाक्य विचार
- श्रवण, उच्चारण एवं वर्तनी
- वाचन (संस्वर एवं मौन वाचन),
- अभिव्यक्ति (लिखित एवं मौखिक)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (पत्र लेखन व्यावसायिक निजी, एवं कार्यालयी पत्र, ज्ञापन, विज्ञापन, अधिसूचना आदि में प्रयुक्त हिन्दी का भाषायिक ज्ञान)

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

- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना।
- गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- रचना शिक्षण (पत्र, निबन्ध, कहानी)

- विभिन्न विद्याओं पर पाठ योजना निर्माण
- इकाई योजना एवं नील पत्र निर्माण
- मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई –चतुर्थ–हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- अभिक्रमिit अनुदेशन विधि
- आगमन–निगमन विधि
- दल शिक्षण
- हरबर्टीय पद्धति
- प्रायोजना विधि
- पर्यवेक्षित तथा निर्देष्टित स्वाध्याय विधि

सत्रीय कार्य : (किसी दो विषय पर)

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

Learning Outcomes:

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

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SEMESTER II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
26BEEL5206T	English	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course contents:

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

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

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

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

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

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

Unit – IV Developing Language skill and Lesson Planning:

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

Assignment & Practical Works: (Any Two)

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

Learning Out comes:

After completion of this course students would able to:

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

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SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BESL5207T	Sanskrit	Pedagogy of A School Subject	4	30	70	100

Objectives:

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- संस्कृत भाषा के विभिन्न कौषलों का पृथक् एवं समन्वित शिक्षण का विकास करना।
- विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- संस्कृत भाषा शिक्षण में दृष्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौषलाधारित परीक्षण करना।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौषलानुसार निदान करना।

विषय वस्तु :

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

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

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) संधि –
 - अच् सन्धि – इकोयणचि, एचोऽयवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
 - हल् सन्धि – स्तोः श्चुनाश्चुः, झलां जषोऽन्ते, यरोऽनुनासिको वा, तोर्लिः
 - विसर्ग सन्धि – ससजुषोरुः, हषि च, रो रि, विसर्जनीयस्य सः
- (द) समास – अवययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुब्रिहि समास, इनका सामान्य परिचय एवं समास विग्रह

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाए

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

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

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
 - प्रत्यक्ष विधि

- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

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

Learning Outcomes:

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

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- शर्मा, रीटा, जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर - 302003
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- शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
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SEMESTER-II

Course Code	Course Title	Category Category	Credit	C.I.A.	Theory	Total
26BEUR5208T	Urdu	Pedagogy of A School Subject	4	30	70	100

Objectives:

- To enable the Pupil teacher to
- Knowledge of mothertongue and to familiarize with the appropriate terminology.
- Working knowledge of grammatical system in Urdu.
- Write in an appropriate manner for a particular purpose with a particular audience in mind.
- Teaching and principles of translation.
- Observation and demonstration of teaching skills.
- Writing habit and skill to explain various methods of writing and to expose their difference.
- Awareness off or mation of good sentences.
- Awareness with the method of teaching language differently.

Course contents:

Unit-I: Role and Importance of Urdu Language:

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

Unit-II: Aims and Objectives of Urdu Language Pedagogy:

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

Unit-III: Lesson Planning and Its Teaching - Learning Materials:

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

Unit-IV Assessment & Evaluation:

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

- Diagnostic Evaluation, Remedial teaching in Urdu language.
- Learning outcomes: The Pupil teachers will be able to:
- Understand the need and importance of Urdu Language
- Develop proficiency in the Urdu Language
- Be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language
- Use technology to enrich Urdu Language Teaching
- Be aware of the pedagogical practices required for teaching Urdu as Language
- Encourage continuous professional development in Urdu Language
- Develop an appreciation the role of Urdu Language in both academic and Social Life.

Assignment & Practical Works: (Any Two)

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

Learning Outcomes:

After completion of this course students would able to:

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

Suggested Readings:

1. Teaching of Urdu; Saleem Farani
2. Method of Teaching Urdu; Fakhrul Hasan
3. How to Teach Urdu; Moulvi Salim Abdullah
4. How to write Urdu; Rasheed Hasan Khan
5. Poetry and Teaching of Poetry; Akhtar Anshari
6. Teaching of Language; Moulvi Abdul Hai
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- 11; Bachche ki Zaban aur Ustad-ek Lahiyaamal, (2007), National Book Trust, New Delhi.
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- 13 Mohanty, A.K., (2015), Bilingualism in a Multilingual society, CIIL, Mysore.
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SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEHS5209T	History	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

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

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

Unit- II Methods and planning in Teaching History:

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

Unit-III Evaluation of Teaching History:

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

Unit-IV Innovative Methods in Teaching History:

- Programmed instruction method.
- Team-Teaching
- Panel discussion
- Field trip

Assignment & Practical Works: (Any Two):

- Historical study of a place of Local Importance
- An Essay on any current Issue
- Critical Appraisal of any of the History Textbooks Prescribed for the Secondary level
- Preparing a Scrap book on Any one aspect of History and Culture

- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview.

One Assignment Work on any topic related with above Unit

Learning Outcomes:

After completion of this course students would able to:

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

References:

1. Allen.J.W., (BlackWood-1909), The Place of History in Education, Chapter2&3
2. Burshon W.H., (Mathuen1963), Principles of History Teaching, Chapter1&10
3. Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter2
4. Drummond H.A., (Harrap-1929), History in Schools, Chapter2&3
5. Gunning, Dennis (1978), The Teaching of History, GoomHelmLtd., London
6. Khan, S.V., (1998), History Teaching Problems, Prospective and Prospects, Heera, N. Delhi
7. Kochher S. K., (1967), The Teaching of History, SterlingPub. Delhi, Chapterpp.7

SEMESTER-II

Course Code	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BECI5210T	Civics	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course contents:

Unit-I Theoretical Perspective of Civics Teaching:

- Meaning & Development of Civics.
- Nature, Scope & Developing Critical Thinking about Civics.
- Role of Civics in Promoting International Understanding.
- Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

Unit-II Planning of teaching & Evaluation:

- Planning-annual Plan, Unit Plan, & Daily Lesson Plan. Audio Visual Aids.
- Innovation
- Evaluation (different types of test, setting, question paper, blue print, scoring key)

Unit-III Methods of teaching Civics:

- Lecture Method Project Method
- Problem Solving Method Programme Learning Team Teaching
- Discussion Method, Demonstration

Unit-IV Curriculum Planning & Activities:

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

Assignment & Practical Works: (Any Two):

- Write an essay on any political problem One Assignment Work solve.
- Acritical study of Any one aspect of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Out comes:

After completion of this course students would able to:

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

References:

1. Tyagi Gurusaran Das (2007). Civics Teaching Vinod Book Temple Agara.
2. Nayek A.K. Rao V.K. (2010) Secondary Education Publication Rajasthan Hindi Granth Acadami.
3. Baghela Hetsingh Vyas Harishchandra (2010)
4. Mishra Mahendra (2008) Civics Teaching University Book House.
5. Saksena Saroj (2008) Civics Teaching Sahitya Publication Agara.
6. Singh Yogesh Kumar (2010) Civics Teaching S.B.Nagiya

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BESS5211T	Social Studies	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

Course Contents:**Unit-I An Overview of Social Science**

- Social Science: concept, nature and scope
- Relationship of Social Science with other School Subjects (History, Sociology, Political Science Economics, Mathematics, Science and Technology)
- Need and Importance of Teaching Social Science
- Objectives of Teaching Social Science at School Level: Elementary Level, Secondary Level

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

- Different Approaches to Organizing Social Science Chronological.
- Biographical Concentric.
- Characteristics of Good Text Book Planning.
- Social science Room.
- Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher.
- Planning for Teacher of Social science
- Annual plan.
- Unit plan.
- Lesson plan.

Unit- III Methods of Teaching Social Science:

- Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
- Team Teaching
- Panel Discussion, Seminar and Workshop
- Field Trips
- Programmed Instruction.

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

- Audio-Visual Equipment- Use of Slide Projector OHP, Epidiascope, Television and Computer.
- Teaching Aids of Various kinds, their Effective Use in Class Room (Models Black- board, Map, Graphs, Time Chart, Films, Coins and Puppet.
- Concept, Importance and Purpose of Evaluation in Social Studies.

- Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two):

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

Learning Outcomes: After completion of this course students would be able to:

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

References:

- 1- Agrawal, J.C., Teaching Social Studies, Vikas Publishing House, Pvt. Ltd., Delhi, 1989.
- 2- Bining, A.C. and Brining, D.H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
- 3- Bhattacharya and Daji, D.R., Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
- 4- Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
- 5- Kaushik, Vijaykumar, Teaching of Social Studies in Elementary School, Anmol Publication, New Delhi.
- 6- Kochher, S. K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
- 7- Wesley, E.B. & Wronski, S.P. Teaching of Social Studies in High School, D.C. Heath and Company Boston, 1958
- 8- Yagni, K. S., Teaching of Social Studies in India, Orient Longman, Bombay, 1996

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
2BEES5212T	Economics	Pedagogy of a school subject	4	30	70	100

Objectives:

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

Course Contents:

UNIT-I Concept of Economics:

- The Place of Economics in School Curriculum.
- Aims and Objectives of Teaching Economics at the Secondary Level
- Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning:

- Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
- Curriculum Planning and Activities.
- Evaluation of Text-books in Economics at the School Level:
- Criteria of Good Text-book
- Assignments, Exercises, Glossary and Summary in the Text
- Maxims and Principles of Class-room Teaching.
- Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics:

- Lecture Method
- Project and Problem Solving Method.

- Discussion Method.
- Inductive and Deductive Method.
- Unit and Daily Lesson Plannings
- Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics:

- Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Over head Projector, LCD etc.
- Importance and Concept of Evaluations,
- Evaluation Devices –Essay type. Short answer Type and Objectives Type Test.
- Blue Print
- Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works: Any Two):

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

Explain the basic of Economics.

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

References:

- Arora, P.N.: Evaluation in Economics, NCERT, New Delhi, 1985
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- Oliver, J.M.: The Principles of Teaching Economics within the Curriculum, Routledge & Kegan Paul, London, 1977

- Sachs, I(ed.): Main Trends in Economics, Projects and Roles Playing in Economics, Macmillan, London, 1971
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- Siddiqui Mujibul Hasan, Teaching of Economics, Ashish Publishing House, 8/88 Punjabi Bagh, New Delhi- 110026
- White head, D.J. (ed.): Hand book for Economics Teachers, Heinemann Education Books, London, 1975.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGS5213T	Geography	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Concept and Objectives:

- Development of Geography, Modern concept and new trends of Geography. Its place in school curriculum.
- Its importance in day today life and international understanding Correlation of Geography with other school subjects.
- Teaching objectives of Geography at different levels-Primary, Upper Primary secondary and Higher Secondary.

Unit-II Curriculum Planning in Geography:

- Principles of curriculum construction in Geography and its critical appraisal
- Basic Principles for selection and organization of content according to learner level.
- Co-curricular activities in Geography, study of Home Region, Organization of field trips and excursion, geography museum and library.
- Evaluation of text book in Geography.

Unit-III Methods, Planning for teaching and role of teacher:

- Annual plan,
- Unit plan Methods,
- Daily lesson plan
- Story telling, Regional Method, Demonstration method, laboratory, Inductive and Deductive method. Descriptive and Comparative method (Problem Solving, Project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- Qualities, Role and professional growth of Geography teaching.

Unit-IV Use of Instructional Material and Evaluation in Geography:

- Audio-Visual Equipment- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, strips. Atlas, Slides transparencies etc., Geography room, laboratory, Importance of lab work, equipment and apparatus.
- Evaluation of achievements in Geography. Construction of achievement test.
- Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.) Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works: (Any Two):

- Prepare a scrap book on Geographical articles and news. Preparation of maps, charts and models for physical Geography Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography Critical appraisal of geography syllabus at secondary level.
- Construction of objective type test items.
- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

Learning Out comes: After completion of this course students would able to:

- Understand the modern concept of Geography and its correlation with other school subjects. Explain co-curriculum activities in Geography.
- Prepare various teaching planes. Explain different teaching aids.

References:

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

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEHS5214T	Home Science	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit- I Theoretical Perspective of Home Science:

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

Unit-II Planning, Curriculum & Evaluation:

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

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

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

Unit-IV Measurement and Evaluation:

- Concept of Measurement and Evaluation
- Criteria of good Evaluation
- Preparation of Blue Print
- Diagnostic test and Remedial learning material
- Continuous and Comprehensive Evaluation

Assignment & Practical Works: (Any Two)

- Prepare a survey report for vocational skill development through Home-science at college level
- Experimental works in food/clothing/textiles/house hold gadgets in context of teaching and learning Visit to Health centre/ Community service centre/schools/colleges/NGO and prepare a file with report
- Construct a project related to recent problem in local area
- Develop a diagnostic test for students and plan remedial works for them.
- Prepare two lesson Plan based on Constructivist /experimental approach for students.

Learning Outcomes: After completion of this course students would able to:

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

References:

- Asthana S.R. (2007): Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
- Dass, R.R. and Ray, Binita (1979): Teaching of Home Science, Sterling Publisher Pvt.Ltd., New Delhi.
- Jha, J.K. (2001): Encyclopedia of Teaching of Home Science, (Vol.I&II), Anmol Publication, New Delhi
- Lakshmi, K. (2006): Technology of Teaching of Home Science, Sonati Publisher, New Delhi
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- Shah, A. et al (1990): Fundamentals of Teaching Home Science, Sterling Publisher Pvt.Ltd., New Delhi.
- Shalool, S. (2002), Modern Methods of Teaching of Home Science (I Edition) Sarup & Son's, New Delhi.
- Sherry, G.P. avum Saran, D.P. Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Sukhia, S.P. avum Mahrotra (2009) Grih Vigyan, Haryana Sahitya Academy, Chandigarh

SEMESTER II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BECH5215T	Chemistry	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

UNIT-I Nature and Scope:

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

UNIT-II CurriculumPlanningandActivities:

- Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
- Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Hand book, Science Library.
- Critical Appraisal of Syllabus of Science withReference to Chemistry Prescribed by State BoardofSecondary Education.

UNIT- III Methods and Approaches of Teaching:

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

UNIT-IV Planning for Teaching and Role of Teachers:

- Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach - Behaviourist Contribution

- Evaluation – Criteria of good Evaluation Concept of Evaluation, Types of Test-1 tems: objective,
- Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test Achievement and Diagnostic

	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BEPH5216T	Physics	Pedagogy of School Subject	4	30	70	100

Assignment & Practical Works: (Any Two):

- Make a list of practicals related to secondary science curriculum.
- Essay related to any to pic of the paper
- Make a list of local resources use ful in teaching chemistry to the students of Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare are port.
- Make a presentation based on any above topic.
- Learning Out comes: After completion of this course students would able to:
- Understanding Importance of Chemistry and correlate it with other subjects.
- Acquient with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.
- Prepare achievement test and diagnostic test.
- Oorganize co-curricular activities related to science.

References:

- Dass-R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
- Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
- JoshiS.R.(2005), Teaching of Science, APH Publishing Corporation, New Delhi.
- Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, NewDelhi.
- Nayak A.K. (2004), Teaching of Physics, APH Publishing Corporation, NewDelhi.
- NCERT: General Science, Handbook of activities Class-VI-VIII
- Sood, J.K. (1989), New direction in science teaching, Kohli Publication, Chandigarh.
- Yadav M.S, (2000), Modern methods of teaching science, Anmol Publications Pvt.Ltd. New Delhi.

SEMESTER-II

Objectives:

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

- To prepare test paper for theory and practical work.

Course Contents:

Unit-I Nature Scope & Curriculum:

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

Unit-II Planning for Instruction and Role of Teachers:

- Writing of objectives in behavioral terms, content analysis. Developing yearly, unit and daily lesson plan.
- Teacher's role in training students in scientific method and in development of scientific attitude, qualities, responsibilities and professional growth of physics teacher.
- Creativity among students.

Unit- III Methods and Approaches of Teaching Physics:

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

Unit-IV Evaluation:

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

Assignment & Practical Works: (Any Two):

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

Learning Out comes: After completion of this course students would able to:

- Appreciate the contribution of eminent physicist in connection with the development of the subject. Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.

- Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- Develop scientific attitude and provide training in scientific method to their student. Write objectives in behavioural term content analysis and content mapping.
- Develop yearly plan, unit plan and lesson plan.
- Plan, equip and organize physics practical in the laboratory.
- Use various methods with appropriateness of content, level and classroom situation.

References:

- Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
- Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
- Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
- Sharma, R; C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
- Sood, J. K. (1989), New direction in science teaching, Kohli Publication, Chandigarh.
- Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
- Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEMT5217T	Mathematics	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Concept Meaning and Objectives of Mathematics

- Concept, meaning and nature of mathematics
- History of mathematics
- Contribution of Indians and western mathematics.
- Aims and objectives of teaching mathematics
- Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain).

Unit –II Methods and approaches of teaching Mathematics:

- Inductivevs. Deductive Analyticalvs. synthesis
- Heuristic, Project, drill, assignment and supervised study, Laboratory method. Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising

Lowcost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum:

- Curriculum development principle for the secondary and senior secondary level.
- Teaching of Arithmetic, algebra and geometry
- Textbook in mathematics, Quality of good book in mathematics.
- Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
- Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit-IV Evaluation in teaching mathematics:

- Academic testing-objectives subjective type test. Diagnostic evaluation in mathematics.
- Preparation of blueprint and achievement test.
- Preparations of standardized vs. teacher made test in mathematics.
- Process of obtaining feed back and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Works: (Any Two):

- Preparation of detailed plan about development of mathematics laboratory or mathematics club. Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.
- Learning Outcomes: After completion of this course students would able to: Understand and appreciate the uses and Significance of Mathematics in daily life Use various approaches of teaching mathamethics and use them judiciously.
- Understand the methods of planning instruction for the classroom. Prepare curricular activities and organize the mathematics Laboratory. Appreciate and organize activities to develop aesthetics of mathematics. Give competence in teaching different mathematics topic effectively.

Learning Outcomes: After completion of this course students would able to:

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

REFERENCES:

1. KumarS. Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. NewDelhi.

2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. WadhwaS. (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav.S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGN5218T	General Science	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

UNIT-I Concept and Nature of General Science:

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

UNIT-II Aims Objectives and Curriculum:

- Writing aims and objectives in behavioural term
- Devloping yearly, uni and daily lesson plan.
- Principle of curriculum constructionin General Science.
- Teacher's role in training students in scientific method and scientific attitude.
- Professional growth of General Science Teacher.

UNIT-III Methods of Teaching General Science:

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

UNIT-IV Activities and Evaluation:

- Science laboratory
- Teaching aids in General science –OHP, LCD Projector, Television. Co curricular activities, Science club, Science fair

- Evaluation: concept and importance
- Preparation of blue print and test paper construction.

Assignment & Practical Works: (Any Two):

- Make a list of practicals related to secondary science curriculum. Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students. Make a list of local resources useful in teaching general science to the students.
- Make a visit at any senior secondary science laboratory of a school and prepare a report. Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course Students would be able to:

- Contribution of eminent Indian scientists in connection with the development of the subject.
- Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- Develop a broad understanding of the principles and procedures used in modern science education. Prepare a test paper for evaluation.

References:

1. Dass-R.C. (1985): Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass-R.C. (1986): Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967): Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S.R. (2005): Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mitta I.A. (2004): Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A.K. (2004): Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Hand book of activities Class-VI-VIII
8. Sood, J.K. (1989): New direction in science teaching, Kohli Publication, Chandigarh.
9. Yadav M.S., (2000): Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEBI5219T	Biology	Pedagogy of School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Theoretical Perspective of Biology:

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

Unit-II Curriculum and Planning:

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

Unit-III Methods and Approaches:

- Herbertian & Constructivist approach (Five 'E' model)
- Co-operative learning approach
- Inquiry training model & its application
- Problem solving approach
- Inductive and Deductive methods
- Multisensory Teaching aids- Low cost Models, L.C.D. Projector, Postermaking, Concept map etc.

Unit-IV Measurement and Evaluation:

- Concept of Measurement and Evaluation
- Criteria of good Evaluation
- Preparation of Blue Print
- Diagnostic test and Remedial learning material
- Continuous and Comprehensive Evaluation in Biology

Assignment & Practical Works: (Any Two):

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation / Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper
- Learning Out comes: After completion of this course students would able to:
- Acquire the knowledge of nature and scopes of Biology.
- Understand the principles of curriculum, planning and E-resources in Biology.
- Know and apply the various approaches and innovative methods of biological science for effective teaching learning process.
- Apply knowledge of multisensory teaching aids to enhance student engagement and Activity based learning.
- Construct blueprint, diagnostic test and remedial self learning material and conduct CCE procedure.

References:

1. Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
2. Grear, T.L., The Teaching of Biology in Secondary Schools.
3. Joshi, S. R. (2005): Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4. Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004), Method of Teaching LifeScience, Discovery Publishing House, New Delhi.
5. Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi
6. Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Corporation, New Delhi.
7. Sood, J.K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
8. Yadav, M.S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEC5220T	Commerce Practice	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course contents:

Unit-I Concept of Teaching Commerce:

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

Unit-II Planning of Teaching Commerce:

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

Unit-III Methodology of Teaching Commerce:

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

Unit-IV Instructions Material and Evaluation in Commerce Education:

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

Assignment & Practical Works:(Any Two):

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T., Learning Outcomes: After completion of this course students would able to:
 - Acquire the basic understanding in the field of commerce education.
 - Develop the ability to plan curriculum and instructions in commerce at school level.
 - Develop the ability to critically evaluate existing school syllabus and text book.
 - Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- Prepare an achievement test.
- Usw commercial efficiency among students.

Learning Outcomes: After Completion of this Course Students would able to:

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

REFERENCES:

1. Bhoralidevadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd.New delhi
2. Gortside.L.(1970), Teaching business subject, the modern approach made and printed in Great Britain by the Garden press Ltd. Leteworth, Hertfordshire.
1. Jain KCS (1986), Vanyjayashikhan (Hindi) general academy
2. Khan, M.S., The teaching of commerce, sterling publishers(p)Ltd.Jullundar-3
3. NeebW.B.(1965), modern business practice, The Ryerson press Toronto
4. RaiB.C.1986method of teaching commerce, prakashan Kendra lucknow
5. Rao seema (1995), Teaching of commerce, anmol publication Pvt.
6. Singh, I.B. vanijaya ka adhyayan laxminarayan aggarwal, agra.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEBK5221T	Book- Keeping	Pedagogy of A School Subject	4	30	70	100

Objectives:

- To acquire the basic understanding of teaching of Book-Keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-Keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book-Keeping.
- To impart knowledge of the methods and devices of teaching Book-Keeping and to develop the

skill of using the same.

- To give information about appropriate methods and devices of teaching particular topics for book-keeping.
- To develop necessary skill in preparation of using various teaching aids.

Course Contents:

Unit-I Meaning and scope of Book-Keeping and Accountancy:

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

Unit-II Planning of Teaching Book-Keeping and Accountancy:

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

Unit-III Teaching Approches and methods of Teaching Book – keeping and Accountancy:

- Teaching Approches of Book – keeping and Accountancy Journal Approach, Ledger Approach, Cashbook Approach, Equation approach
- Book-Keeping and Accountancy: the irimportance and Criteria for selection of text book, Reference book and Journal.
- Various methods of teaching In Book-Keeping and Accountancy–Project, Problems Solving, Lecture- cum-demonstration Method, Team Teaching Program learning Method.

Unit-IV Instruction Material and Evaluation in Book-keeping and Accountancy:

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

Assignment & Practical Works:

- Content related to subject topic Anyone subject topic

Learning Outcomes: After completion of this course students would able to:

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

References:

- Agarwal.J.C.: Teaching of Commerce.
- Boynton Lewwis D: Methods of teaching Book–Keeping.South Western publication Co. Cincinnanti. Ohio.
- Guptaand Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
- Harvey: Ways to teach Book –Keeping and Accounting.
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- Parikh. Dr.A.K.M.: Lesson Planning in Indian school. Sbda Sanchar.Ajmer.
- Selby: The teaching of Book-Keeping
- Tonne: Pohem and Free man: Method of teaching Business Subject.Gregg Pub. Dir, Mc GrawHill Book Co., Inc. New York.Ver
- Main A Musselma and J. Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div.Me Graw Hill Book Co. Inc. New York.
- Williams: Principles of Teaching applied in Book-Keeping and Accounts SirIsaac Pitaman.London.

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEDP5222T	Drawing and Painting/Fine Art	Pedagogy of Drawing and Painting	4	30	70	100

Objectives:

To enable the student teacher to-

- Get acquainted with importance of Drawing and Painting and its place in curriculum.
- Understand the concept of representing models and imagination of Drawing and Painting
- Get acquainted of method softeaching of Drawingand Painting
- Correlate of Drawing and Painting Education with other school subject.
- Get acquainted with practical skill in Drawing and Painting

Course Contents:

Unit-I Basic of Fine Art:

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

Unit-II Aims and Objectives of Teaching Fine Art:

- Aims and Objectives of teaching Drawing and Painting (Blooms & Revised Blooms Taxonomy)
- Curriculum Organization of fine Arts.
- Critical appraisal of the existing syllabus in fine Arts.

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

Unit-III Lesson Planing and Teaching Aids of FineArt:

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

Unit-IV Professional Development of Arts Teacher and Evaluation:

- Qualities and professional competencies of a Fine Arts teacher.
- Composition and Appreciation of Fine Arts
- Art Room, its need, equipment and decoration.
- Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and Diagnostic Teaching.

Assignment & Practical Works:

- Content related to subject topic Any one subject topic

Learning out comes:

- The Pupil teachers will be able to-
- Develop basic understanding of different Fine art forms and their impact in our life.
- Enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.
- Develop skills for integrating different Fine Art forms across school curriculum at Secondary level.
- Create awareness of the rich cultural heritage, artists and artisans in the society.

References:

- Brown, Percy (1953): Indian Painting, Calcutta.
- Chawla, S. S. (1986): Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Gold stein (1964): Art in Every day Life. Calcutta: Oxford and IBH Publishing Company. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- Low enfeld Viktor. Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. Education through art. Shelar, Sanjay. Still Life. Jyotsna Prakashan
- NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatr Retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEMU5223T	Music	Pedagogy of Music	4	30	70	100

Objectives:

- To enable the Pupil teacher to-
- Understand the history, importance, and co-relation of Music with other school
 - Comprehend the knowledge of swarms and sruti and Bloom 'staxonomy of instructional
 - Prepare pedagogical analysis of the content and develop a lesson plan for the classroom
 - Acquire competence in skills for the teaching Of Music.
 - Develop teaching aids to teach Music.
 - Familiarize the qualities of Music and Music teacher.
 - Understand the different methods of teaching Music.
 - Acquiring competency in preparing tools of evaluation.

Course Contents:

Unit I- Basic of Music:

- Nature and Scope of Music, Vocal and Instrumental Music.
- Aims and Objective of teaching in Music at School level.
- The importance of Music and its place in the curriculum At School levels.
- Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children.

Unit II- Subject Matter of Music:

- General principles of teaching In Rags, Melodic grace, devices and Tune
- Training in Rhythmic perception, Correlation of Music with other school subjects.
- Audio-visual aids and their use in teaching Music.
- Textbooks: criteria of a good text book in Music, acritical appraisal of the present text books in Music.

Unit III- Music in School Curriculum:

- Importance of Music in School Curriculum Music Room: Its equipment's and organization.
- Different type of tests:(Theory and Practical) construction, administration and test of performance.
- Knowledge of subject matter contents upto Secondary level.

Unit IV- Biographies of the following Eminent Musician:

- Swami Haridas Tansen
- Pt. Vishnu, Digambar Paluskar
- Pt. V. N. Bhat
- khande
- Qualities of a Good Artist.

Assignment & Practical Works:

- Content related to subject topic Any one subject topic

Learning outcomes:

The pupil teacher will be able to-

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

References:

- Awasthi, S.S.A., (1964) Critique of Hindustani Music and Music Education, Adhunik Printer, Jalandhar.
- Bhatkanda, V.N., (2003), Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.
- Nhatnagar, S., (1988) Teaching of Music, Monika Prakashan, Shimla.
- Archer, W.G. (1959), India and Modern Art, London.
- Arnoson, H. H. (1969), History of Modern Art, London.
- Barr, A. H, (1954), Masters of Modern Art, New York.
- Brown Percy: Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta
- The Teaching of Music by Prof. P. Suambarmoorthy
- A Critique of Hindustani Music and Music Education by S.S. Awasthi
- Sangeet Bodh by Dr. S. S. Awasthi
- Sangeet Visharad by Vasant, Hathras Prakashan
- Hamare Sangeetagya by Prakash Narayan
- Pranav Bharti by Pt. Omkar Nath Thakur
- The Scope of Music, Oxford Univ. Press by Buck
- Voice Training by Grew, Oxford Univ. Press
- Lok Sangeet Ank (Hathras Prakashan).
- NCERT. (2006): Position paper – National focus group on Art, Music Dance and Theatre.

**SEMESTER-II
PRACTICAL WORK**

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
26BECA5201I	Community Activity workshop/ open air session	AEC	2	100	-	100

(1)

S.N.	Community Activity Workshop/Open Air Session	Maximum Mark
1	OPENAIR/SUPWCAMP 1. Community Service 2. Survey (based on Social and Educational Events) 3. Co-Curricular Activities 4. Health and Social awareness Program (DISASTER MANAGEMENT AND CLEANNESS) 5. Studies (work Experience related with theory course and literacy activities)	100 Marks 20 Marks 20 Marks 20 Marks 20 Marks 20 Marks

(2)

Course code	Course Title	Course Category	Credit	C.I.A.	Practical	Total
24BEEA5201P	External Assessment (one final Lesson)	CC	4	-	100	100

(3)

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
26BES15201I	School Internship (4Week)	CC	2	100	-	100

S.N.	Internship Work (4 Weeks)	Maximum Mark
1	Teaching of Method Subject	50 Marks
2	Participation in All Activities of School	10 Marks
3	Report of Any Feature of School/Case Study/ Action Research	10 Marks
4	Social Participation in Group	15 Marks
5	Criticism Lesson	15 Marks
Total		100 Marks

Guidelines for the Internship Work:

1. Four Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School.

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

Note- This Pratical work will be completed by one Internal Examiner and Two External Examiner

SEMESTER-III

CourseCode	CourseTitle	Course Category	Credit	CIA	Theory	Total
26BEPS6301T	Philosophical and Sociological Perspectives of Education	DSC	4	30	70	100

Objectives:

- To know Sociological Perspectives of education seek to encourage students,
- To know social structures and educational provision.
- To Know course focuses on the study of the social behavior of individuals, groups, and societies.
- To Know opportunities for student teachers to examine relationships among individuals.

Coursecontents:

Unit-I Education and Philosophy:

- A. Conceptual clarity, nature and relationships.
- B. Aims of studying philosophical perspective of education.
- C. Branches of Philosophy and their educational implications: Metaphysics, Epistemology, Axiology
- D. Understanding Indian Perspective of Education-
 - Meaning, nature and aims of education with special reference to Vadic, Buddhist, Jain, Sikh and Islamic traditions.
 - Understanding the terms Darshana, Para and Apari Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.

Unit-II Philosophical Schools and Educational Thinkers:

- A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
 - **Bharatiya:** Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
 - **Western:** Idealism, Naturalism, Pragmatism, Progressivism.
- B. Deliberations on aims, process and educational institutions developed on thoughts of

- following thinkers and practitioners:
- **Bharatiya:** Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, Mahatma Gandhi.

Unit- III Education and Society:

- Conceptual clarity, relationship, significance and aims of studying relationship between these two.
- Educational sociology and social perspective of education: meaning and functions.
- Education as a Social system.
- Conceptual clarity of the following terms: Society, Social Behavior Culture Status, Institution, Ideology, System, Sub-system, Socialization, Social System, Social values and norms, Conflict, Modernization Social change.
- Education as a process of Socialization.
- Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child Labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Social Equality and Equity.

Unit- IV Value Education:

- Conceptual Clarity, Significance and Types of Values.
- Constitutional Values and its impact on our Education, Human Rights and Values.
- Guru-Shishya-Parampara and Education Values.
- Values enshrined in Indian Constitution.
- NEP, 2020 and Values with special reference to 21th Century.

Assignment& Test :(Any Two):

- Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
- Analyzing social Equality and Equity.
- Institutional visits in small groups in coordination to institutions related to different thinkers and preparation of a report followed by individual/group presentation.

LearningOutcomes:

- To encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understanding.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision.aim, process of education and the contemporary relevance.

References:

1. Baskin, Wade, Classics in Education, Vision Press London, 1966
2. Brubacher, John S. Modern Philosophies of Education, Tata Mc Graw Hill New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.

4. Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
5. M.H.R.D. towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
6. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
7. Maslow, A.H. (Ed.) New Kno Ledge in Human Values, Harper and Row, New York, 1959.
8. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd. New York, 1978.

SEMESTER-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGS6302T	Gender, School and Society	DSC	4	30	70	100

Objectives: To enable the pupil teacher to:

- Understand the key concept of gender (male, female and transgender), gender bias, gender stereo types, empowerment, gender parity, patriarchy, feminism.
- Explain the Social Construction of Gender with Special Reference to Society.
- Know the policies, Plans, Schemes and Different laws of Government for Promoting Gender Parity.
- Learn about gender issues in school, curriculum, pedagogical process and its intersection with class, caste, religion and region.
- To understand some important landmarks in connection with the growth of women's education in historical and contemporary perior.

Unit-I Key Concepts of Gender Issues:

- Concepts, terms and relate them with their context in understanding the power relation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment. Patriarchy, power, resources and opportunities.
- Gender Bias, Gender Stereotyping, and Empowerment
- Equeity and Equality about Caste, Class, Religion, Ethnicity, Disability, and Region.
- Issues and Concerns of trasgender.

Unit II Socialazation Process in India: Family, School, and Society

- Socialization in family and at school, Occupation and identity, Stereotypes about Females prevalent in the society, media and literature.
- Gender and its intersection with poverty, class, caste, religion
- Sites of Conflict: Understanding the Importance of addressing sexual Abuse n Family, Neighborhood, and School and in other formal and informal institutions.

Unit 3: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Educational 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.

Unit- IV Gender Jurisprudence (Indian context):

- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
- Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women,
- Supreme Court Verdict about transgender.

Assignment & Practical Works: (Any Two):

- Preparation of Project on key Concepts and its operational Definitions Relating it with the social context of teachers and students.
- Analysis textual Material from the perspective of gender Bias and stereo type.
- Organize Debates on Equality and Equity cutting across gender, class, caste, religion, ethnicity, disability and region
- Prepare project on issues on concerns of Transender
- Project on analyzing the growing up of boys and Girls in different types in india
- Preparation of Project on Key Concepts and their operational definitions relating to the Social Context of the Teachres and Students.
- Analysis Textual Materials from the Perspective of Gender Bias and Stereotype.

References:

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

SEMESTER-III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
26BEAL6303T	Assesment for Learning	DSC	4	30	70	100

Objectives:

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

Course Contents:

Unit I: Fundamentals of Assessment

- **Concept and Nature of Assessment:** Meaning, scope, and importance in education.
- **Principles of Effective Assessment:** Validity, reliability, fairness, and transparency.
- **Types of Assessment:** Diagnostic, formative, summative, and dynamic assessment.
- **Purposes of Assessment:** Improving learning, informing teaching, certifying achievement, and supporting accountability.

Unit II – Tools and Techniques of Assessment:

- Characteristics of a good measuring instrument.
- **Assessment Tools and Techniques:** Tests (written, oral, practical), observations, portfolios, and rubrics.
- **Development of Assessment Tools:** Criteria for selecting assessment tools, construction of reliable and valid tools.
- **Qualitative and Quantitative Assessment:** Differences, uses, and limitations.
- **Innovative Assessment Techniques:** ICT-enabled assessments, e-portfolios, project-based and problem-based assessments.

Unit III- Assessment for Enhancing Learning:

- Continuous and Comprehensive Evaluation, Marking system vs Grading system
- Semestersystem (CBCS) Chioce Based Credit System, Open book examination and question bank
- Team teaching, group discussion, co-operative learning, student presentation (PPT), seminar.
- **Role of Assessment in Inclusive Education:** Strategies to assess students with diverse needs.
- **Slef and Peer Assessment:** Promoting reflection, autonomy, and critical thinking in learners.

Unit IV- Challenges, Ethics & Basic Statistics in Assessment.

- Ethical Issues in Assessment: Fairness, student privacy, and managing bias.
- Issues and Challenges: grading, test anxiety, high-stakes assessment, and teaching to the test.
- Assessment Policies and Reforms in NEP 2020: Shift towards holistic, learner-centered

- assessments; promoting competency-based education.
- Using Assessment Data: Interpreting data to improve teaching practices and enhance.
- Measure of Central Tendency: Mean, Median, Mode
- Measure of variability: Range Quartile Deviation Average Deviation Standard Deviation
- Range and percentile rank

Assignment & Test :(Any Two):

- Prepare an achievement test of any school subject of secondary school.
- Development of an Assessment Tool: Design and administer an assessment tool, analyze.
- Classroom Observation and analysis: Observe and document assessment practices in a real classroom setting, and analyze their effectiveness.
- Case Study on Formative Assessment: Conduct A case study on formative assessment strategies used for a group of learners, and document reflections.
- Portfolio Creation: Develop a portfolio that includes various assessments and reflective entries on learning progress.

References:

- Agrawal, J.C. (1997), Essential of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House Pvt. Lt.
- Banks, S. R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
- Cooper, D. (2007), Talk about Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
- Earl, L. M. (2006): Assessment of Learning: Using Classroom Assessment to Maximize Student Learning.
- Gronlund, N. E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
- Kaplan, R. M.& SaccuzzoD.P. (2000), Psychological Testing, Principles, Application & Issues. California: Wordsworth.
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- National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
- National Council of Educational Research and Training (2008). Source Book on Assessment for classI-V: Social Science. New Delhi: NCERT.

SEMESTER-III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
26BEC16304T	Creating an Inclusive School	DSC	2	30	70	100

Objectives:

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

Course Contents:

Unit-I Introduction to Inclusive Education:

- Meaning, Objective, Need and Types of Inclusive Education.
- Principles of Inclusive Education.
- Solution and challenge of Inclusive Education.
- ICT Material of Inclusive Education.
- Concept of special education, integrated education and inclusive education Philosophy of inclusive education.

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

- Legislation for inclusive education – National policy of disabilities 2006
- Sarva Shiksha Abhiyan (2002)
- NGO RTE-2009.
- Community-based education.
- Assistive technology for successful inclusion.

Unit- III Exceptional Child and Special Educational:

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

Unit- IV Concept of Inclusive School and Role of Teacher Inclusive School:

- Characteristics of Inclusive School, Challenges for Inclusive School
- Issues and concerns in Inclusive – support and active participation of children in the classroom, parental attitude and community awareness for inclusion.
- Qualities and Role of Teacher Educators for facilitating Inclusive Education.
- Training programmes for Inclusive Teachers and Assessment and Evaluation in an Inclusive Setup.

Assignment & Test (Any Two):

- Write a One Article of Disabilities Child Case study of disabilities child

- Write are port of evaluation process in inclusive school
- Understand of the concept and philosophy of inclusive education in the context of education for all. Identify and address diverse needs of all learners
- Describe the trends and issues in inclusive education apply the attitude to foster inclusive education.
- A study of any special teacher training college or institute.

References:

- Ahuja. A, Jangira, N.K. (2002): "Effective Teacher Training, Co-operative Learn in Based approach", National Publishing House, 23 Daryaganj, New delhi-02
- Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi.
- Dunn, L. & Bay, D.M. (ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
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- UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
- UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO

SEMESTER-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEDA6305T	Drama and Art in Education (EPC-II)	SEC	2	30	70	100

Objectives:

- Develop the aesthetic sense and creative thinking in the students.
- Understand forms of art, performing and visual, and its significant role in human life.
- Understand relationship between art, literature and education.
- Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
- Understand about teaching of different subjects through drama and art education at school level.
- Understand cultural heritage of India with special reference to Rajasthan.
- Understand about technical invasion in the field of art and future perspectives of drama and art education.

CourseContents:

Unit-I Aesthetic Sense and Education:

- Aesthetic Sense and values: Meaning, nature, concept and importance in Human life. Arts in Education and 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: dhavani, swar, sapttak, alankar, lay-taal, vadhaya-tanu, avnadh suhir, dhanlok, lok geet, lok vadhya & introduction to Dance-history of dance-kala, lok-nritya.

Unit-II Performing Art and Learning

- Play: Meaning, concept, need, types, importance, relationship between learning and drama education
Dramatic pressure for understanding problems in a new way.
- Use of visual art in teaching learning process. Art and self expression. Need and importance of Community participation
- Exploration and experimentation with different types of Visual arts. Painting, printing, collage, carton making photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.

Unit-III Visual Art: Teaching & Learning

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

Unit-IV Performing Art and Learning

- Introduction & type of Drama, social and educational relevance of Performing Art and its place in contemporary India 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.
- Forms of the major cultural, art festivals, exhibitions, crafts-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.
- Mehendi, Drawing, Rangoli/Model Preparation, Poster Painting

Assignment & Test 0: (Any Two):

- Prepare anyone Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with an unusual material
- Prepare Fine Arts with paper Handmade Architecture
- Dance Art
- Skill of Playing musical instrument Food Chef
- Soft toys (Teddy bear), Handicraft, Fine Arts/Painting
- Prepare Direct or participate in Character play related with any historical topic of school syllabus and perform it in any school.
- Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.

References:

- Chandok, A. (2016). Art and education. Delhi: Bookman.
- Chaturvedi, S. (2016). Art education. Delhi: Bookman.
- Chauhan, R. (2016). Drama, Art and Education. Agra: Agrawal Publications, Sanjay Place.

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- Vatsyayan, K. (1977): Classical India Dance in Literature and the Arts. New Delhi: Sangeet Natak Akademi.

SEMESTER-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BETT6301W	Teaching Traning Workshop	SEC	2	100	--	100

S.N.	Practical Work	Maximum Mark
1	MicroTeaching	20 Marks
2	DemonstrationLesson	20 Marks
3	Book Review	20 Marks
4	Unit Plan	10 Marks
5	Blue Print	10 Marks
6	Digital Lesson Plan (EachMethod)	20 Marks
Total		100 Marks

Guidelines fo rthe Practical Work

➤ Micro Teaching (any Five Skills)

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

➤ Book Review

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

SEMESTER-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BECU6306T	Critical Understanding of ICT (EPC-III)	AEC	4	30	70	100

Objectives:

- Demonstrate basic operational skills in using computers and internet technologies.
- Apply digital tools and educational software in teaching-learning contexts.
- Develop educational blogs, websites, and digital teaching resources.
- Use Learning Management Systems (LMS) and online collaboration tools.
- Design ICT-integrated lesson plans for different subjects.
- Understand ethical, legal, and safety issues in using web technologies.

Course Contents:

Unit I: Basics of Computers and ICT in Education

- Introduction to Computers: Hardware and Software concepts.
- Basic Computer Operations: Word Processing, Spreadsheets, Presentations.
- ICT: Meaning, Importance, and Scope in Education.
- Introduction to Operating Systems (Windows/Linux).
- Computer Networks: LAN, WAN, Internet, and Intranet.
- Cyber Safety: Ethical and Legal Aspects, Cyberbullying, Digital Citizenship.

Unit II: Educational Applications of Web Technology

- Internet as a source of Information: Browsing, Search Engines, Evaluating Online Resources.
- Web 2.0 Tools: Blogs, Wikis, Podcasts, and Discussion Forums.
- Learning Management Systems (LMS): Google Classroom, Moodle, Edmodo.
- Social Media for Education: Opportunities and Challenges.
- Use of Multimedia: Images, Audio, Video in Teaching.

Unit III: E-Content Development and Online Teaching Tools

- Principles of Multimedia Learning.
- Introduction to e-Content Development Tools: Canva, Powtoon, Prezi, MS Sway.
- Creating Digital Lessons: Text, Image, Audio, Video Integration.
- Introduction to Open Educational Resources (OER).
- Conducting Online Classes: Zoom, Microsoft Teams, Google Meet – basic operations.

Unit IV: Designing ICT-Integrated Lessons and Evaluation

- Steps to design ICT-integrated lesson plans for school subjects.
- Interactive Whiteboards, Digital Libraries, and Virtual Labs.
- Assessment Techniques in Online and Blended Learning.
- Project-based Learning and WebQuests.
- Future Trends: Artificial Intelligence, Augmented Reality, Virtual Reality in Education.

Assignment & Test : (Any Two):

- Create a blog for educational purposes (minimum 5 posts).
- Design a sample e-content module for any one school subject.

- Develop a simple educational website using free platforms (e.g., Google Sites).
- Conduct a simulated online teaching session using any video conferencing tool.
- Prepare a report on the use of ICT in your practice teaching school.
- Survey five teachers on their use of web tools in teaching and analyze the data.

References:

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- Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BETE6401T	Teacher Education	DSE	4	3	70	100

Objectives:

- After going through the course the teacher trainee will be able:
- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Course Contents:

Unit -I: Concept of Teacher Education

- Teacher Education
- Meaning of Teacher Training
- New concept of teacher education
- objectives of teacher education program
- Importance of teacher education program

Unit -II: Various teacher education agencies

- NCTE: Role and function
- NCERT: Role and function
- CTE: Role and function
- GCERT: Role and function

Unit -III: Teacher education as a profession

- Scope and characteristics of teaching as a profession
- Teacher's status – Social, Economic and Professional Status.
- Teachers competencies – Kind of Competencies
- Teachers commitment areas – Kind of commitments

Unit -IV: In-Service and Pre-service Program

- Meaning and Objectives
- Basic requirement and programmes for quality improvement
- Innovative practices – Classroom teaching method and use of latest technology
- New Horizons for teaching profession

Assignment & Practical Works: (Any Two):

- Read One Biography any eminent teacher
- Visit and interaction of any educational institute

Learning Outcomes:

After completion of the course students will be able to:

- Distinguish and explain the multiple ways for innovative practices for teacher Educator.
- Conduct self-development activities and stress management for teacher Educator

Referance:

1. Buch, M. B., (1978). Second Survey of Research in Education, Baroda; Centre of Advanced Study in Education
2. Chaurasia G., (1977). Innovations and Challenges in Teacher Education, New Delhi; Vikas Publications.
3. Devgowda, A. C. (1973). Teacher Education in India, Bangalore; Bangalore Book Bureau
4. Dutt, S. (1972). The Teachers and His World, Agra; Sukumar Dutt, Soamibagh
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEPE6402T	Physical Education & Yoga	DSE	4	30	70	100

Objectives:

- The course will enable the student teachers to –
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health-related fitness evaluation.

Course Contents:

Unit I: Physical Education:

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

Unit II: Physical Education and Methods:

- Need & importance of physical education in different levels of school (sec. and sr. sec. level) Training methods-
- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics.
- Definition, Meaning, Types and factors of physical fitness Factors affecting physical fitness.
- Benefits Physical Fitness.

Unit III: 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 IV. 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.

Assignments: (Any Two)

- 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.

Learning outcomes-

- After completion of this course, the student – teachers will be able to-
- Apply the Aims and Objectives of Yoga in real life situation.
- Infer ideas about the different cause and symptoms of different communicable diseases.
- Analyze the scope of health education and methods of import health education in schools.
- Analyze the scope, need and importance of physical education.
- Distinguish between intramural and extramural competitions.

References-

1. Kuvalayananda, swami, Pranayama, (1983), Popular Prakashan Bombay.
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGC6403T	Guidance And Counseling	DSE	4	30	70	100

Objectives:

- To educate about the basic concept, nature and scope of Educational and Vocational guidance.
- To understand the aims objective of educational and vocational guidance.
- To make enable about the importance of educational and vocational guidance.
- To give knowledge of role and responsibilities of guidance workers in school.
- To understand the nature and types of guidance service & with reference to school education.
- To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance:

- Meaning and Nature of Guidance.
- Aims and Principles of Guidance.
- Types of Guidance
- Importance of Guidance in schools for individual and for society.
- Process of Guidance.

Unit- II Basics of Counseling:

- Meaning, Nature and Principles of counseling Types of Counseling.
- Distinction between Guidance and Counseling.
- Role and Responsibilities of Guidance workers in school.
- Qualities of a good guidance programme.

Unit- III Area of Guidance:

- Educational guidance
- Vocational guidance
- Personal guidance
- Guidance Implication in the current Indian scenario.
- Problems of guidance in India.

Unit- IV Guidance Services:

- Introduction to Guidance Services.
- Individual Inventory Service
- Information Service
- Cumulative Record
- Placement Services
- Follow up Service

Assignment & Practical Works: (Any Two):

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

Learning Outcomes:

After completion of this course students would able to:

- Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- Describe aims objective of educational and vocational guidance.
- Understand importance of educational and vocational guidance.
- Identify nature and types of guidance service & with reference to school education
- Understand the concept, nature and types of counseling.

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2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
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5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEVE6404T	Value Education	DSE	4	30	70	100

Objectives:

- After going through the course the teacher trainee will be able:
- To enable students to understand the need and importance of value education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To Orient the students with various intervention strategies for moral education.

Course Contents:

Unit-I The Socio Moral and Cultural Context:

- Value: Meaning and Concept

- Types of Value: Social, Ethical, Religious, Cultural
- Indian Culture and Human Value
- Pandit Dindayal's and Shyama Prasad Mukharjee Views on Value Education.

Unit-II Natural Concept of Morality and Moral Education:

- Concept of Value Education
- Need of Value Education
- Medium for Value Education
- Approaches for Value Education

Unit-III Moral Learning to Moral Education:

- Importance of Value Education
- Moral learning out side the school, media and moral learning NPE (1986): Values
- Curriculum and Moral Education.

Unit-IV Assessment of Moral Maturity:

- Value Classification Model
- Value Analysis Model
- Social Action Model
- Value Education and Sanskar

Assignment & Practical Works: (Any Two):

- Content related to subject topic
- Any one subject topic

Learning Outcomes:

- After completion of the course students will be able to:
- Distinguish and explain the multiple ways for exploring the Moral Education System.
 - Conduct Value Education activities and Sanskar in Indian Culture.

References-

- a. Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- b. Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEEE6405T	Environmental Education	DSE	4	30	70	100

Objectives:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept of Environment:

- Meaning, Scope, Importance
- Eco-System – Characteristic Qualities
- Inter- Dependence in Environment
- Natural Resources
- Bio-Diversity – Scope & Threats, Preservation.

UNIT- II Environmental Education:

- Meaning, Importance and Objective
- Scope of Environmental Education
- Need for Public Awareness as a subject
- Multi-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution:

- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution

UNIT- IV Global Issues and Environmental Conservation:

- Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis) Different Aspects Related to Environmental Conservation.
- Environmental Preservation & Improvement (At National & International Level)
- National Environment Policy,

Assignment & Practical Works: (Any Two):

- Study on Any one environmental Problems.
- The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults. One Assignment Work solve.
- Prepare a scrap book of an environmental articles and news. Conduct environmental competition for local school student.

Learning Outcomes:

After completion of this course students would able to:

- Students are able to understand the problems concerning environment through multi disciplinary approach.
- Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- Students are able to create Environment Consciousness among the adult learners.
- Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- Students are able to conduct local surveys, arrange field trips Environmental games and hobbies.

References :

1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. गुप्ता चौदमल, शर्मा, रेनू (2008), पर्यावरण शिक्षा, आस्था प्रकाशन, जयपुर
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6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी

SEMESTER-IV

CourseCode	CourseTitle	CourseCategory	Credit	CIA	Theory	Total
26BEHL6406T	Hindi	Pedagogy of a school subject	4	30	70	100

Objectives:

- भाषा सरचना में हिन्दी भाषा तत्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- मध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास करना।
- ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत करना व निर्माण का ज्ञान करना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान करना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान करना।

- प्रश्न पत्र के निर्माण का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम —भाषा के विविध स्वरूप एवं सामान्य अवबोध

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

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

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

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

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

इकाई —चतुर्थ—हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

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

सत्रीय कार्य : (किसी दो विषय पर)

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

Learning Outcomes:

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

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SEMESTER-IV

CourseCode	CourseTitle	Course Category	Credit	C.I.A	Theory	Total
26BEEL6407T	English	Pedagogy of a school subject	4	30	70	100

Objectives:

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

Course contents:

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

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

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

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

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

- Grammar-cum-Translation method

- Direct method, Audio– lingual and Bilingual method Structural approach and Communicative approach Collaborative learning and Dramatization.
- Unit plan and Microplan, Lesson planning, Blueprint and Achievement test

Unit-IV Developing Language skill and Lesson Planning:

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

Assignment & Practical Works:(Any Two)

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

Learning Outcomes:

- After completion of this course students would able to: Know about various basic application of grammar
- Explain the place of English language in India.
- Describe English as a second language in the multi-lingual country like India. Explain different methods of teaching English.
- Apply different teaching skills in the classroom.
- Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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SEMESTER-IV

CourseCode	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BESL6408T	Sanskrit	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

विषय वस्तु :

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

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

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त
- (ब) धातु रूप – भू, पठ, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) संधि –
 - अच् सन्धि – इकोयणचि, एचोऽयवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
 - हल् सन्धि – स्तोः श्चुनोष्चुः, झलां जषोऽन्ते, यरोऽनुनासिको वा, तोर्लिः
 - विसर्ग सन्धि – ससजुषोरुः, हषि च, रो रि, विसर्जनीयस्य सः
- (द) समास – अवयवीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह

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

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

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

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
 - प्रत्यक्ष विधि
 - संग्रन्थन विधि
 - आगमन निगमन विधि
 - विष्लेषणात्मक विधि

- अनुवाद विधि/भण्डारकर विधि
- (ब) इकाई योजना
- (स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

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

Learning Outcomes:

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

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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEUR6409T	Urdu	Pedagogy of A School Subject	4	30	70	100

Objectives:

- To enable the Pupil teacher to-
- Knowledge of mothertongue and to familiarize with the appropriate terminology. working

- knowledge of grammatical system in Urdu.
- Write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- Observation and demonstration of teaching skills.
- Writing habit and skill to explain various methods of writing and to expose their difference awareness of formation of good sentences.
- Awareness with the method of teaching language differently.

Course contents:

UNIT-I: Role and importance of Urdu language:

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

UNIT-II: Aims and Objectives of Urdu Language Pedagogy

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

UNIT-III: Lesson Planning and Its Teaching – Learning Materials:

- Lesson planning -: Basic elements, characteristics, approaches (Herbartian, R.C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning in Urdu teaching.
- Lesson plan of Prose, Poetry and Grammar in Urdu teaching. Micro teaching skills.

UNIT-IV: Assessment & Evaluation:

- Audio- visual aids and their importance in Urdu teaching and co-curricular activities.
- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language
- Evaluation of integrated lesson plan in Urdu language
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test in Urdu language
- Diagnostic Evaluation, Remedial teaching in Urdu language.

Assignment & Practical Works: (Any Two)

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

Learning outcomes: The Pupil teachers will be able to:

- Understand the need and importance of Urdu Language develop proficiency in the Urdu Language be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language use technology to enrich Urdu Language Teaching
- Be aware of the pedagogical practices required for teaching Urdu as Language encourage continuous professional development in Urdu Language

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

References:

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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEHS6410T	History	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

Course Contents:

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

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

Unit- II Methods and planning in Teaching History:

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

Unit-III Evaluation of Teaching History:

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

Unit-IV Innovative Methods in Teaching History:

- Programmed instruction method. Team-Teaching
- Panel discussion Field trip

Assignment & Practical Works: (Any Two):

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

Learning Outcomes: After completion of this course students would able to:

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

References:

- Allen. J.W., (Black Wood-1909), The Place of History in Education, Chapter 2& 3
- Burshon W.H., (Mathuen 1963), Principles of History Teaching, Chapter 1&10
- Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter 2
- Drummond H. A., (Harrap-1929), History in Schools, Chapter 2&3
- Gunning, Dennisa (1978), The Teaching of Hlstory, Goom Helm Ltd., London
- Khan, S.V., (1998), History Teaching Problems, Prospective and Pospect, Heera, N. Delhi
- Kochher S. K., (1967), The Teaching of History, Sterling Pub. Delhi, Chapter pp.7-11

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BECI6411T	Civics	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Theoretical Perspective of Civics Teaching:

- Meaning & Development of Civics.
- Nature, Scope & Developing Critical Thinking about Civics. Role of Civics in Promoting International Understanding.
- Aims & Objectives of Civics Teaching at Different Levels-Primary, Upper Primary. Secondary & High Secondary.

Unit-II Planning of Teaching & Evaluation:

- Planning-annual Plan, Unit Plan, & Daily Lesson Plan. Audio Visual Aids.
- Innovation
- Evaluation (different types of test, setting, question, paper, blueprint, scoringkey).

Unit- III Methods of Teaching in Civics:

- Lecture Method Project Method
- Problem Solving Method Programme Learning Team Teaching
- Discussion Method, Demonstration

Unit-IV Curriculum Planning & Activities

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

Assignment & Practical Works:(Any Two)

- Write an essay on any political problem.
- Acritical study of Any one aspect of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids:
- Make charts on fundamental rights & duties. Prepare a scrap book on any political issue

Learning Out comes: After completion of this course students would able to:

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

Develop competencies in teaching of civics:**References:**

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- नायक, ए.के. राव. वी.के. (2010), माध्यमिक शिक्षा प्रकाशन, राजस्थान हिन्दी ग्रन्थ अकादमी।
- बघेला, हेतसिंह, व्यास, हरिशचन्द्र (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।
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- राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 6 से 12 की पुस्तकें।
- सक्सैना, सरोज (2008), नागरिक शास्त्र शिक्षण, साहित्य प्रकाशन, आगरा।
- सक्सैना, राधाशानी एवं गोदिका एवं साधना, बघेल रामप्रकाश, नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BESS6412T	Social Studies	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

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

Course Contents:

Unit-I An Overview of Social Science:

- Social Science: concept, nature and scope
- Relationship of Social Science with other School Subjects (History, Sociology, Political Science Economics, Mathematics, Science and Technology)
- Need and Importance of Teaching in Social Science
- Objectives of Teaching in Social Science at School Level: Elementary Level, Secondary Level

Unit-II Social Science Curriculum Principles of Designing a Good Curriculum And Planning in Social Science Teaching:

- Different Approaches to Organizing Social Science Chronological
- Biographical Concentric
- Characteristics of Good Text Book Planning a Social science Room
- Social Studies Teacher- Quality, Functions and Professional Growth of Social Science Teacher
- Planning for Teacher of Social science Annual plan
- Unit plan Lesson plan

Unit-III Methods of Teaching Social Science:

- Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
- Team Teaching
- Panel Discussion, Seminar and Workshop Field Trips
- Programmed Instruction

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

- Audio-Visual Equipment- Use of Slide Projector OHP, Epidiascope, Television and Computer.
- Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart, Films, Coins and Puppet.
- Concept, Importance and Purpose of Evaluation in Social Studies. Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works:(Any Two):

- Studying historical monuments available locally and writing report on it Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on current social issues Assignment Work any two Topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival, person, place etc.)

- Construction, administration and interpretation an achievement test of any, standard of school Make 2 different teaching materials using different type of teaching (e.i. Charts, atamodel& power point etc) at school social science subjec
- Write film script

Learning Outcomes: After completion of this course students would able to:

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

References:

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- Bining, A. C. and Brining, D. H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
- Bhattacharya and Daqi, D. R. Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
- Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
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- Wesley, E.B.& Wronski, S. P. Teaching of Social Studies in High School, D.C. Health and Company Bostan, 1958
- Yagni, K.S., Teaching of Social Studies in India, Orient Longman, Bombay, 1996

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEES6413T	Economics	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

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

Course Contents:

UNIT-I Concept of Economics:

- The Place of Economics in School Curriculum.
- Aims and Objectives of Teaching Economics at the Secondary Level
- Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning:

- Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level. Curriculum Planning and Activities.
- Evaluation of Text-books in Economics at the School Level:
- Criteria of Good Text-book
- Assignments, Exercises, Glossary and Summary in the Text Maxims and Principles of Classroom Teaching.
- Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics:

- Lecture Method.
- Project and problem-solving Method, Discussion Method.
- Inductive and Deductive Method, Unit and Daily Lesson Plannings Teacher's Role and Attitude.

UNIT-IV Instruction Material and Evaluation in Economics:

- Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- Importance and Concept of Evaluations,
- Evaluation Devices-Essay type, Short answer Type and Objectives Type Test. Blu Print
- Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works: (Any Two):

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject. □□
- Review of a text-book at school level.
- Learning Outcomes: After completion of this course students would able to: Explain the basic

of Economics.

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

References:

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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGS6414T	Geography	Pedagogy of a School Subject	4	30	70	100

Objectives:

- To understand the modern concept of Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.

- To apply appropriate method and techniques of teaching to particular topics at different levels.
To arrange field trips and local surveys.

Course Contents:

Unit-I Concept and Objectives:

- Development of Geography, Modern concept and new trends of Geography. Its place in Schools curriculum.
- Its importance in day life and international understanding Correlation of Geography with other school subjects.
- Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT-II Curriculum planning in Geography:

- Principles of curriculum construction in Geography and its critical appraisal
- Basic Principles for selection and organization of content according to learners level.
- Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, geography museum and library.
- Evaluation of text book in Geography.

UNIT-III Methods, Planning for Teaching and Role of Teacher:

- Annual plan, Unit plan methods, Daily lesson plan
- Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- Qualities, Role and professional growth of Geography teacher

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

- Audio-Visual Equipment- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.
- Evaluation of achievements in Geography. Construction of achievement test.
- Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.)
- Blue-Print, preparation of question paper and item analysis.

Assignment & Practical Works: (Any Two):

- Prepare a scrap book on Geographical articles and news. Preparation of maps, charts and models for physical Geography Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography Critical appraisal of geography syllabus at secondary level.
- Construction of objective type test items.
- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus. Practical demonstration of the ability to use some weather instruments.

- Prepare a report on visit to someplace of Geographical interest.

Learning Outcomes: After completion of this course students would be able to:

- Understand the modern concept of Geography and its correlation with other school subjects. Explain co-curricular activities in geography.
- Prepare various teaching plans. Explain different teaching aids.

References:

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- Broadman, David (1985), New Directions in Geography Education, Fehur Press, London
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEHM6415T	Home Science	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Theoretical Perspective of Home Science:

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

Unit-II Planning, Curriculum & Evaluation:

- Planning: Concept, Types and Significance

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

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

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

Unit-IV Measurement and Evaluation:

- Concept of Measurement and Evaluation Criteria of good Evaluation
- Preparation of Blue Print
- Diagnostic test and Remedial learning material Continuous and Comprehensive Evaluation

Assignment & Practical Works:(Any Two):

- Prepare a survey report for vocational skill development through Home-science at college level
- Experimental works in food/clothing/textiles/house hold gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a project related to recent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson Plan based on Constructivist/ experimental approach for students

Learning Out comes: After completion of this course students would able to:

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

References:

1. Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
2. Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
3. Jha, J.K. (2001), Encyclopedia of Teaching of Home Science, (Vol.I&II), Anmol Publication, New Delhi
4. Lakshmi, K. (2006), Technology of Teaching of Home Science, Sonati Publisher, New Delhi
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8. Sherry, G.P. avum Saran, D.P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BECH6416T	Chemistry	Pedagogy of a School Subject	4	30	70	100

Objectives:

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

Course Contents:

UNIT- I Nature and Scope:

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

UNIT- II Curriculum Planning and Activities:

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

UNIT-III Methods and Approaches of Teaching:

- Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method.
- Panel Discussion. Seminars and Workshop Laboratory Method.
- Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips.

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

UNIT-IV: Planning for Teaching and Role of Teachers

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

Assignment & Practical Works:(Any Two):

- Make a list of practicals related to secondary science curriculum Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.
- Learning Outcomes: After completion of this course students would able to: Understanding Importance of Chemistry and correlate it with other subjects Acquient with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science. Prepare achievement test and diagnostic test.
- Organizeco-curricular activities related to science.

References:

1. Dass-R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, NewDelhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. JoshiS.R.(2005), Teaching of Science, APH Publishing Corporation, New Delhi.
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5. NayakA.K.(2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Hand book of activities Class-VI-VIII
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8. Yadav M.S. (2000), Modern methods of teachings cience, Anmol Publications Pvt. Ltd. New Delhi.

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BPH6417T	Physics	Pedagogy of A School Subject	4	30	70	100

Objectives:

- To appreciate the contribution of eminent physicist in connection with the development ofthe subject.
- To familiar with the aims and objective of the subject in relation to the present need of thesociety and educational policies of India.
- To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.

- To develop scientific attitude and provide training in scientific method to their student. To write objectives in behavioural term content analysis and content mapping.
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation. To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum:

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

Unit-II Planning for Instruction and Role of Teachers:

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

Unit- III Methods and Approaches of Teaching in Physics:

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

Unit-IV Evaluation:

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

Assignment & Practical Works: (Any Two):

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

Learning Out comes: After completion of this course students would able to:

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

References:

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3. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
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5. Sood, J. K. (1989), New direction in science teaching, Kohli Publication, Chandigarh
6. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Delhi.
7. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEMT6418T	Mathematics	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Concept Meaning and Objectives of Mathematics:

- Concept, meaning and nature of mathematics History of mathematics
- Contribution of Indians and western mathematics. Aims and objectives of teaching mathematics
- Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

Unit-II Methods and Approaches of Teaching in Mathematics:

- Inductive vs. Deductive Analytical vs. synthesis
- Heuristic, Project, drill, assignment and supervised study, Laboratory method. Lesson planning, Unit plan and Yearly plan for mathematics teaching.

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

Unit-III Planning for Instruction and Curriculum:

- Curriculum development principle for the secondary and senior secondary level. Teaching of Arithmetic, algebra and Geometry
- Text book in mathematics, Quality of good book in mathematics.
- Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
- Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit-IV Evaluation in Teaching in Mathematics:

- Academic testing—objectives. Subjective type test. Diagnostic evaluation in mathematics.
- Preparation of blueprint and achievement test.
- Preparations of standardized vs. teacher made test in mathematics.
- Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Works:(AnyTwo):

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.
- Learning Outcomes: After completion of this course students would able to: Understand and appreciate the uses and Significance of Mathematics in daily life Use various approaches of teaching mathematics and use them judiciously.
- Understand the methods of planning instruction for the classroom. Prepare curricular activities and organize the mathematics Laboratory. Appreciate and organize activities to develop aesthetics of mathematics. Give competence in teaching different mathematics topic effectively

Learning Outcomes: After completion of this course students would able to:

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

References:

1. Kumar S. Ratnalikar D.N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.

2. Mustafa M. (2004), Teaching of mathematics. New trends and innovations, Deepand Deep Publications Pvt. Ltd. New Delhi.
3. Wadhwa S. (2000), Modern methods of teaching mathematics, Sarupand sons, New Delhi.
4. Yadav S. (2007), Teaching of Mathematics, Vinod Pustak Mandir, Agra.

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEGN6419T	General Science	Pedagogy of A Shool Subject	4	30	70	100

Objectives:

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

Course Contents:

UNIT-I Concept and Nature of General Science:

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

UNIT-II Aims Objectives and Curriculum:

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

UNIT-III MethodsofTeachingin GeneralScience:

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

UNIT-IVActivities and Evaluation:

- Science laboratory
- Teaching aids in General science- OHP, LCD Projector, Television.
- Co curricular activities, Science club, Science fair
- Evaluation: concept and importance
- Preparation of blueprint and test paper construction.

Assignment & Practical Works: (Any Two):

- Make a list of practicals related to secondary science curriculum.

- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.
- Make a visit to any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would be able to:

- Contribution of eminent Indian scientists in connection with the development of the subject.
- Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- Develop a broad understanding of the principles and procedures used in modern science education.
- Prepare test paper for evaluation.

References:

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

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEBI6420T	Biology	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Theoretical Perspective of Biology:

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

Unit-II Curriculum and Planning:

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

Unit-III Methods and Approaches:

- Herbertian & Constructivist approach (Five 'E' model)
- Co- operative learning approach
- Inquiry training model & its application Problem solving approach
- Inductive and Deductive methods
- Multi sensory Teaching aids- Lowcost models, L.C.D.
- Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation:

- Concept of Measurement and Evaluation Criteria of good Evaluation
- Preparation of BluePrint.
- Diagnostic test and Remedial learning material Continuous and Comprehensive Evaluation in biology

Assignment & Practical Works: (Any Two):

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

Learning Outcomes: After completion of this course students wouldable to:

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

References:

1. Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, NewDelhi.
2. Grear, T.L.the Teaching of Biology in Secondary Schools.
3. Joshi, S.R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
4. Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p)Ltd.,
5. Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004), Method of Teaching
6. Discovery Publishing House, NewDelhi.
7. Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p)Ltd.,
8. Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science A.P.H. Publishing Publishing Corporation, New Delhi.
9. Sood, J.K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
10. Yadav, M.S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.

SEMESTER-IV

Course Code	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BCEP6421T	Commerce Practice	Pedagogy of A School Subject	4	30	70	100

Objectives:

- To acquire the basic understanding in the field of commerce education.
- To develop the ability to plan curriculum and instructions incommerceat school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- To dvelop the ability of preparing an achievement test. To develop commercial efficiency among students.

Course Contents:

Unit-I Concept of Teaching Commerce:

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

Unit- II Planning of Teaching Commerce:

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

Unit- III Methodology of Teaching Commerce:

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

Unit-IV Instructions Material and Evaluation in Commerce Education:

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

Assignment & Practical Works: (Any Two):

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

Learning outcomes:

After completion of this course students would able to:

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

References:

1. Bhoralidevadas (1988) commerce education india, D.K. publisher distributors (p)Ltd. NewDelhi
2. Gortside.L.(1970): Teaching business subject, the modern approach made and printed in great britain by the Garden press Ltd. Letewort, Hert ford shire
3. JainKCS (1986), Vanyjayashikhan (Hindi) general academy
4. Khan, M.S. The teaching of commerce, sterling publishers (p)Ltd.Jullundar-3
5. NeebW.B.(1965), modern business practice, The Ryerson press Toronto
6. RaiB.C.1986 method of teaching commerce, prakashan Kendra lucknow
7. Raoseema (1995), Teaching of commerce, anmol publication Pvt.
8. Singh, I.B. vanijaya ka adhyayan laxminarayan aggarwal, agra.

SEMESTER-IV

CourseCode	CourseTitle	Course Category	Credit	C.I.A.	Theory	Total
26BEBK6422T	Book - Keeping	Pedagogy of A School Subject	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Meaning and Scope of Book–Keeping and Accountancy:

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

Unit-II Planning of Teaching Book-Keeping and Accountancy:

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

Unit-III Teaching Approches and methods of Teaching Book-keeping and Accountancy:

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

Unit-IV Instruction Material and Evaluation in Book-keeping and Accountancy:

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

Assignment & Practical Works :(Any Two):

- Content related to subject topic
- Any one subject topic

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

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

References:

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

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEDP6423T	Drawing and Painting /Fine Art	Pedagogy of Drawing and Painting	4	30	70	100

Objectives:

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

Course Contents:

Unit-I Basic of Fine Art:

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

Unit -II Aims and Objectives of Teaching in Fine Art:

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

Unit-III Lesson Planing and Teaching Aids of Fine Arts:

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

Unit-IV Professional Development of Arts Teacher and Evaluation:

- Qualities and professional competencies of a Fine Arts teacher.
- Composition and Appreciation of Fine Arts
- Art Room, its need, equipment and decoration.
- Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

Assignment & Practical Works: (Any Two):

- Content related to subject topic
- Any one subject topic

Learning outcomes:

- The Pupil teachers will be able to-
- Develop basic understanding of different Fine art forms and their impact in our life.
- Enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.
- Develop skills for integrating different Fine Art forms across school curriculum at Secondary level.
- Create awareness of the rich cultural heritage, artists and artisans in the society.

References:

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.

3. Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Course Code	Course Title	Course Category	Credit	C.I.A	Theory	Total
26BEMU6424T	Music	Pedagogy of Music	4	30	70	100

4. Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor. Creative and Mental Growth.
5. Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
6. Read, Herbert. Education through art. Shelar, Sanjay. Still Life. Jyotsna Prakashan
7. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-IV

Objectives:

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

Course Contents:

Unit I- Introduction:

- Nature and scope of Music, Vocal and Instrumental Music. Aims and Objective of teaching Music at School level.
- The importance of Music and its place in the curriculum at School levels.
- Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children

Unit II- Subject Matter of Music:

- General principles of teaching Rags, Melodic grace, devices and Tune.
- Training in Rhythmic perception, Correlation of Music with other school subjects.
- Audio-visual aids and their use in teaching Music.
- Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music.

Unit III- Music in School Curriculum:

- Importance of Music in School Curriculum Music Room:
- Its Equipments and organization.
- Different type of tests: (Theory and Practical) construction, administration and test of performance.
- Knowledge of subject matter contents up to Secondary level.

Unit IV- Biographies of The Following Eminent Musicians

- Swami Haridas, Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V. N. Bhatkhande
- Qualities of a Good Artist.

Assignment & Practical Works: (Any Two):

- Content related to subject topic
- Any one subject topic

Learning outcomes:

The pupil teacher will be able to-

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

References:

1. Awasthi, S.S.A. (1964); Critique of Hindustani Music and Music Education, AdhunikPrinter, Jalandhar.
- Bhatkanda, V.N., (2003), Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
2. Nhatnagar, S., (1988): Teaching of Music, Monika Prakashan, Shimla. Archer, W.G. (1959), India and Modern Art, London.
3. Arnoson, H.H. (1969), History of Modern Art, London. Barr, A.H, (1954), Masters of Modern Art, New York.
4. Brown Percy: Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta
5. The Teaching of Music by Prof. P. Suambarmoorthy
6. A critique of Hindustani Music and Music Education by S. S. Awasthi Sangeet Bodh by

- Dr. S. S. Awasthi
7. Teaching of music by Gauri Kuppaswamy & M. Hariharan
 8. Sangeet Visharad by Vasant, Hathras Prakashan
 9. Hamare Sangeetagya by Prakash Narayan Pranav Bharti by Pt. Omkar Nath Thakur
 10. The Scope of Music, Oxford Univ. Press by Buck Voice Training by Grew, Oxford Univ. Press
 11. Lok Sangeet Ank (Hathras Prakashan)
 12. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre.

SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BEUS6425T	Understanding the Self (EPC-IV)	SEC	2	30	70	100

Objectives:

- To develop understanding about themselves the development of the self as a person and a teacher
- To develop social relational sensitivity and effective communication skills, including the ability to listen observe.
- To develop holistic and integrated understanding of the human self and personality
- To built resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength
- To help explore ones dreams, aspiration concerns through varied forms of self expression, including poetry and humour.

Course Contents:

Unit -I: Exploring the Self:

- Concept and fundamentals of self-exploration: Self-concept, Self-Identity, Self-Image, Self- Esteem, Self-motivation
- Factors affecting exploration of self: Heredity and environment
- Personality: Concept, Dynamic Approaches & Determining a Distinctive Personality
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher.

Unit -II: Development of Self:

- Techniques of Self Reflection: Introspection, Reflective Diary, Reflective Dialogue, Discussion & social media
- Developing an understanding of one's own philosophical and cultural perspective as a teacher Development of resilience and techniques for Stress Management
- Professional ethics as a teacher to develop the Group & Social Harmony

Unit -III: The Evolving Self:

- Developing the self: Building self esteem, self image

- Harmony and peace with self (resilience, mindfulness)
- Positivity and management for emotions
- Tactics and techniques of self understanding

Unit -IV: The Emerging Self:

- Stereotypes and prejudices: Gender, class, race, region, language, religion, disability (Any three of the indicated may be chosen) agencies that shape the self:
- Family, School and media challenging of stereotypes.

Assignment & Practical Works: (Any Two):

- Write a self reflective journal (Approx 600-800 Words) Elaborate your own values towards self and society.
- Conduct any two activities for stress management on school students or peers. Review any two movies with social messages.
- Strength, weakness, opportunity and challenges (SWOC) analysis of one's own. Any other activities / assignment suggested by the subject teacher.

Learning Outcomes:

- After completion of the course students will be able to:
- Distinguish and explain the multiple ways for exploring the self.
- Conduct self-development activities and stress management.

Reference:

1. Adair, J., and Allen, M. (2018). Time management and personal development. London: Hawksmere.
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3. Feldon, R. S. (2019). Essentials of understanding psychology. (7th edition). New Delhi: Tata McGraw Hill.
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5. Hadfield, J. A. (2016). Psychology and morals. London: Methuen & Co.
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SEMESTER-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
26BETT6401W	Teaching Training Workshop	SEC	2	100	-	100

SN	Practical Work	Maximum Mark
1	Criticism Lesson Plan	20 Marks
2	Power Point Presentation	20 Marks
3	Teaching Learning Material	10 Marks
4	Attendance/Seminar/Workshop	10 Marks
5	Participation in Social Activities	20 Marks
6	Participation in Cultural/Sports/Literature Activities in Institute/College	10 Marks
7	Institutional Visit	

Guidelines for the Practical Work:

- Power Point Presentation: Prepare two Power point Presentation in each subject
- TLM: Teaching Subject's Teaching Learning Material must be submitted at college (two)
- Institutional Visit: Visit of Any special School, well Known higher Education Institutes, library/i INFLIBNET, Government Institutes/Training Center(DIET, Text Book Board etc.) and detail report submission

SEMESTER-IV

Course code	Course Title	Course Category	Credit	C.I.A.	Practical	Total
26BEEA6401P	External Assessment (one final Lesson)	SEC	4	-	100	100

SEMESTER-IV Practical Work

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
6BESI6401I	School Internship (16 Weeks)	--	4	100	--	100

Internship

SN	Internship Work (16 Weeks)	Maximum Mark
1	Teaching of Method Subject	20 Marks
2	Participation in All Activities of School	05 Marks
3	Report of Any Feature of School/Case Study/Action Research	10 Marks
4	Observation	10 Marks

5	Detail Study of School Documents like General Records, Prog Report, Academic Calendar, etc.	20 Marks
6	Organize Cultural Activities	05 Marks
7	Interaction and Observation of Students	10 Marks
8	Submission of total Internship program	20 Marks
Total		100 Marks

Guidelines for the Internship Work:

1. 16 Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School. Trainee have to perform following activities during internship and prepare detailed report
 - Internship Report must be verified and signed by the school Principal
 - Detailed Study of School Documents, like General Records, Progress Report, Academic Calendar etc.
 - Organized cultural activities
 - Interaction and observation of students
 - Submission of total Report of internship Program.
2. Action Research: Selection Problem, Data Collection, Analysis, report Writing and Submission
3. Case study: Fiel Work/Data Analysis and Report Writing for Submission (Any One)
4. Observation: ordinary lesson and demonstration lesson

Note: This Pratical work will be completed by one Internal Examiner and Two External Examiner

414
Dy. Registrar
 Pandit Deendayal Upadhyaya
 Shekhawati University,
 Sikar(Rajasthan)



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