NVP-303: Training in Nonviolence

1. Raison d'eter and consequential results of non-violence, human emotions like greed, fear, enmity, vanity, anger, cruelty etc.

2. Change of heart - The training of the mind-

    (a) Aphorism (sutras) of the change of the mind: Training in the development of the attitude of detachment, fearlessness, friendliness, forgiveness, compassion, modesty.

    (b) Devices of training in N.V. - Relaxation (Kayotsarga) Preksha Meditation, Anupreksha (Therapeutic Thinking)

3. Training in open-mindedness or non-absolutistic outlook-

    (a) Truth seeking attitude

    (b) Non-absolutism, relativism in thought and action.

    (c) Harmonization

    (d) Co-existence

4. Training in life-style modification; Training for change in system;-

    Training to inculcate the values of renunciation (visarjana) non-acquisitiveness,

Books Recommended:

1. Acharya Tulsi; The Anuvrat Movement for moral Awakening, JVB, Ladnun, 1993
2. Acharya Mahaprajna; Democracy, Social Revolutions through Individual Transformation, JVB, Ladnun
3. Acharya Mahaprajna, Ahima aur Anuvrat, Jain Vishva Bharati Institute, Ladnun
4. Erikshon, Gandhi's Truth on the Origins of Militant Non-violence, Faber & Faber, London, 1970
5. Muni Sukhlal, Training in Non-violence (Part-I-V), Rashtriya Anuvrat Shikshak Sansad, Rajsamand, 2006
6. B.R. Dugar, Ahimsa Prakshishan evam Vishvashanti, Acharya Shanti Sagar Chhani Granthmala, Budhana, 2002
7. Tom Hastings, Power: Non-violent Transformation from the Transpersonal to the Transnational, Halmiton Books, 2005
8. Johan Galtung, Peace by Peaceful Means: Peace andConflict, Development and Civilization, Sage, 1996

CORE COMPULSORY PAPDER
SEMESTER-IV
Paper-I
NVP-401: Research Methodology

1. Concept and Meaning of Peace Research - Empirical Research in the field of Non-violence and Peace Objectives of Peace Research - Need for Peace Research.

2. Hypotheses : Formulation of Research Problem and Design

3. Methods of Data Collection : Observation, Interviews, Schedule Questionnaire; Sampaling: Concept, Meaning and Theories

4. Data Processing and Analysis; Tasks and Problems of Peace Research in India

Books Recommended:

1. Pauline V. Young, Scientific Social Surveys and Research, Prentice-Hall, 1966

2. Johan Galtung, Peace Research Methodology, Gandhi Marg, Special Issue on Peace Research, Gandhi Peace Foundation, New Delhi

3. Russell A. Jones Research Methods in Social and Behavioural Sciences, Sinauer Associates, 1985

4. Juergen Dedring: Recent Advances in Peace Research, Sage, 1976

5. A.K. Bose, Peace Research and Peace Action, Gandhi Peace Foundation, 1972

6. Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, University of Chicago Press, 2007

7. Karl Wolfganag Deutch, Peace Research : The Need, The Problems and the Prospects, University of Michigan, 2007

8. Sugata Das Gupta, Social Science : Research Methodology

9. Sugata Das Gupta, Problems of Peace Research

CORE COMPULSORY PAPER

SEMESTER-IV

Paper-II

NVP-403: Disaster Management

1. Natural Disasters: Meaning and nature of natural disasters, types and effects. Floods, drought, cyclone, earthquakes, landslides, avalanches, Volcanic eruptions, Heat and cold waves, Climatic change: global warmng, Sea level rise, ozone depletion.
2. Man Made Disasters- Neuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire, oil fire, air pollution, water pollution, deforestation, industrial waste water pollution, road accidents, rail accidents, air accidents, sea accidents.
3. Disaster Management- Effect to migraste natureal disaster at national and global levels. International strategy for disaster reduction. Concept of disaster management, national disaster management framework, Financial arrangements
4. Role of of Government and NGO's: Central, state, district and local administration; Armed forces in disaster response; Disaster response; Police and other organizations. Community based organizations and media.

Reference:

1. R.B. Skingh (Ed.), Environmental Geography, Heritage Publishers, New Delhi, 1990
2. Savinder Singh, Environmental Geography, Prayag Pustak Bhawan, 1997
3. Kates B.I. & White G.F., The Environment as Hazards, Oxford, New York, 1978
4. R.B. Singh (Ed.), Disaster Management, Rawat Publication, New Delhi, 2000
5. H.K. Gupta (Ed.), Disaster Management, University Press, India, 2003
6. R.B. Singh, Space Technology for Disaster Mitigation in India (INCED), University of Tokyo, 1994
7. Dr. Satender, Disaster Management in Hills, Concept Publishing Co., New Delhi, 2003
8. A.S. Arya, Action Plan For Earthquake, Disaster, Mitigation in V.K. Sharma (Ed.), Disaster Management IIPA Publication, New Delhi, 1994
9. R.K. Bhandani, An Overview on Natural & Manmade Disaster & their Reduction, CSIR, New Delhi
10. M.C. Gupta, Manuals on Natural Disaster Management in India, National Centre for Disaster Management, IIPA, New Delhi, 2001.

Semester–I
(Paper–IV)
POL-104 राजनीतिक शासन प्रणाली (Political Governance Systems)

Unit- I

♦ राज्य निर्माण व संविधानवाद (State-building and Constitutionalism)
♦ संजातीयता राजनीति तथा राज्य (Ethnicity Politics and State)
♦ समुदाय पहचान की राजनीति (Politics of Community Identities)
♦ संजातीय आन्दोलन (Ethnic Movements)

Unit- II

♦ राजनीतिक शासन प्रणाली (Political Regime)
♦ नौकरशाही (Bureaucracy)
♦ राजनीति में सेना (Military in Politics)
♦ संघवाद : प्रतिमान और प्रवृत्तियां (Federalism: Patterns and Trends)

Unit- III

♦ राजनीतिक दल एवं दलीय पद्धति (Political Parties and Party System)
♦ हितवद्ध समूह, दबाव (प्रभावक) समूह तथा लॉबिंग
   (Interests Groups, Pressure Groups and Lobbying)
♦ निर्धनता व मानव–विकास (Poverty and Human Development)
♦ सामाजिक लिंग भेद और विकास (Social Gender and Development)

Unit- IV

♦ पर्यावरण (Environment)
♦ विज्ञान, प्रौद्योगिकी और राजनीति (Science, Technology and Politics)
♦ विकेन्द्रीकरण तथा सहभागिता (Decentralisation and Participation)
♦ मानवाधिकार (Human Rights)

Reference Books:-
1. Jain, Pukraj –Comparative Government and Politics, Sahatiya Bhawan Agra
2. Gena, C.B.- Comparative Politics, C.B.H, Jaipur
3. Gauba,Om Prakash – An Introduction to Comparative Politics-Mayur Publishing, New Delhi

Course code	Course Title	Course Categery	Credit	CIA	Theory	Total
MED 104	Introduction to Research Method	**CC**	4	30	70	100

Objectives:
- ❖ To develop and understanding about the concept of research in Education and its relevancy.
- ❖ To develop skill in preparing a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of Education.
- ❖ To impart the sense of scientific attitude in research.
- ❖ To understand about the use of different types of research tools and techniques.
- ❖ To develop skill in analyzing quantitative and qualitative research .
- ❖ To appraise critically about research work in Education field.

Course Contents:

Unit-I Concept of Education at Research
- a) Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
- b) Types of Research : Fundamental/ Basic, Applied and Action Research
- c) Formulation of Research Problems and questions
- d) Area for identify Research Problems(Philosophical, Sociological, Psychological and new Trends)
- e) Framing Hypothesis

Unit- II Research Method in Education
- a) Scientific Inquiry and Experimental method
- b) Descriptive Research Method
- c) Historical Research Method
- d) Field Survey and Field Notes
- e) Ex- post- Facto Research/ Causal - Comparative Research
- f) Ethnography Research Methods
- g) Pilot Study

Unit-III Literature Study
- a) Concept ,Needs and objectives of Literature Study
- b) Sources of Literature
- c) Types of Literature (Indian & Abroad)
- d) Rationale of the Literature of Study
- e) Research Variables

Unit-IV Sample and Data Collection
- a) Concept of Sample, Statistics, Population and Parameter
- b) Characteristics a good sample
- c) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota. Snow-ball, Multi - stages sampling.

d) Tools and Techniques of Data Collection : Questionaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques

e) Research Report writing and bibiography Reference/ style of writing

Term paper : (Any one)

- Write one term paper.
- Prepare a Research based Article of any problems of Education.
- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand various types of research and formulation of research problems.
- ❖ Explain scientific inquiry and various research methods.
- ❖ Understand the concept, source and types of literature.
- ❖ Understand the quality of sample data and its uses with different techniques

Suggested Reading:

1. गुप्ता एस.पी. (2011), अनुसंधान संदर्शिका, सम्प्रत्यय, कार्यविधि एवं प्रविधि, शारदा पुस्तक भवन, इलाहाबाद।
2. गुप्ता, अलका (2011), शैक्षिक संतुष्टि, प्रथम संस्ककरण, शारदा पुस्तक भवन, इलाहाबाद।
3. गुप्ता एस.पी. एवं अलका गुप्ता (2010), आधुनिक मापन एवं मूल्यांकन, परिवर्धित संस्करण, शारदा पुस्तक भवन, इलाहाबाद।
4. यादव, राकेश चन्द (2009), राजर्षि पुरुषोत्तम दास दण्डन के शैक्षिक विचार, प्रथम संस्करण, उत्तरप्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, इलाहाबाद।
5. कौल, लोकेश, (2009), शैक्षिक अनुसंधान की कार्य प्रणाली, तृतीय पुर्नमुद्रण, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली।
6. गुप्ता एस.पी. एवं अलका गुप्ता (2008), व्यवहारपरक विज्ञानों में सांख्यिकी विधियां, चतुर्थ संस्करण, शारदा पुस्तक भवन, इलाहाबाद।
7. पाण्डेय, के.पी. (2008), शैक्षिक अनुसंधान, तृतीय संस्करण, विश्वविद्यालय प्रकाशन, वाराणसी।
8. राय, पासर नाथ (2007), अनुसंधान परिचय, द्वादशम संस्करण, लक्ष्मी नारायण अग्रवाल, आगरा।
9. मुहम्मद सुलेमान (2006), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, तृतीय संशोधित संस्करण, जेनरल बुक ऐजेन्सी, पटना।
10. त्रिवेदी, आर. एन. डी. पी., शुक्ला (2004), रिसर्च मैथोडॉलोजी, कॉलेज बुक डिपो, नई दिल्ली।
11. त्रिपाठी, लाल बचन (2002), मनोवैज्ञानिक अनुसंधान पद्धतियां, तृतीय संस्करण, एच. पी. भार्गव बुक हाउस, आगरा।
12. सिंह अरूण कुमार (2001), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, चतुर्थ संस्करण, मातीलाल बनारसीदास, दिल्ली
13. गैरिट, हेनरी ई. (1989), शिक्षा और मनोविज्ञान में सांख्यिकीय, ग्यारहवां हिन्दी संस्करण, कल्याणी पब्लिशर्स, लुधियाना।
14. सिन्हा, एच. सी. (1979), शैक्षिक अनुसंधान, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली।

15. बघेल, डी. एस. एवं के.सी. पाण्डेय (1976) सामाजिक अनुसंधान, द्वितीय संस्करण, पुष्पराज प्रकाशन, रीवा।
16. आर्य, एस.पी. (1971), सामाजिक सर्वेक्षण की विधियाँ, प्रथम संस्करण, साहित्य भवन, आगरा।
17. सेठी, विनोद करण (1961), सांख्यिकी के सिद्धान्त और उपयोग, प्रथम संस्करण, भार्गव भूषण प्रेस, वाराणसी।
18. भटनागर, आर. पी. (1960), मनोमिति, सांख्यिकी आधार, संवर्धित संस्करण, मुरादाबाद।
19. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
20. Ravid, Ruth. (2000), Practical Statistics for Education. New York: University Press of America
21. McCall, R. (1993), Fundamental Statistics for the Behavioural Science. New York: Harcourt Brace.

22. Sharma, R.A. (1993), Fundamental of Educational Research (Page 453) International Publishing House, Meerut,
23. Seigel, S. & Castel Ian N.J. (1988), Non-parametric statistics for the Behavioural Science. Singapore: Graw-Hill Book Co.
24. Guilford, J.P. & Fruchter, B. (1981), Fundamental Statistical in Psychology and Education, New York: McGraw-Hill.
25. Ferguson, G.A. (1971), Statistical Analysis in Psychology and Education, Kogakusna, Tokyo : McGraw-Hill.
26. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
27. Garrett, H.E. (1966), Statistical in Psychology and Education (Page 491) Vokels Feffers and Simons Ltd., Bombay
28. Kerlinger, Fredan N. (1964), Foundations of Behavioral Research (Page 741) Holt Rinhert and Winston, New Yourk
29. Anderson, R.I., and T.A. Banerot (1952), Statistical Theory of Research, New York, Mc Graw Hill Book Company.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2		50 Practical & Viva-Voce	50

Objectives:
- ❖ To develop effective communication
- ❖ To develop expository writing
- ❖ To develop self development and confidence
- ❖ To devlop self values

UNIT-I Communication and Expository writing
1. Concept and process of communication
2. Effective communication
3. Barrier in communication
4. Precise writing of three article
5. Writing article on current problem

UNIT II : Self Development
1. Identification of self values developed in your life.
2. Inculcate humanitarian values through yoga and Preksha dhyan.
3. Self introspection and extrospection.
4. Enlist good conduct of any five great personalities and compare them with your conduct.

5. Prepare self appraisal report.
6. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand about the communication and writing methods
- ❖ Identify self development, introspection and extrospection
- ❖ Prepare their self appraisal report

Term Paper: (Any one)
1. Writing in communication
2. Style of writing
3. Mode of Communication
4. Concept, characteristics and needs of self.
5. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 101	Psychology of Learning and Development	CC	4	30	70	100

Objectives:
- ❖ To understand the concept and process of Educational Psychology.
- ❖ To understand relationship between Education and Psychology.
- ❖ To understand the teaching learning process, cognitive process and intelligence.
- ❖ To understand and asses personality, learning and classroom implications and management.
- ❖ To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.

Course Contents:
Unit -I Educational Psychology and Development of Learning
a) Educational Psychology : Concept, Nature, characteristics and methods
b) Process of Growth and Development : Physical, Intellectual, Emotional and Social
c) Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development
d) Individual differences – determinants, role of heredity and environment, Implications of Individual differences for organizing educational programmes

Unit -II Learning
a) Concept, factors and theories of Learing : E.L. Thorndike, Pavlov, B.F. Skinner, Kohler
b) Constructivism & Learning
c) Cognition and Learning : Tolman, Hull, Lewin
d) Transfer of Learning and its theories

Unit -III   Intelligence, Creativity and Motivation
  a) Concept, theories, types and assessment of Intelligence
  b) Concept, components to fostering creativity and creative thinking
  c) Motivation: Concept and theories
  d) Cognitive Development : Piaget, Bruner, Gagne, Ausubel
  e) Psychology for Gifted and Slow Learners

Unit -IV Personality, Adjustment and Mental Problems
  a) Personality-Type and Trait theories & its measurement
  b) Mental Health and hygiene-process of adjustment, conflicts and defence mechanism
  c) Sex education

Term Paper: (Any one)
  • Administer any one standardized Psychological Test
  • Prepare any two term paper based on the Psychological content in the syllabus
  • Prepare a psychological test
  • Prepare a report on contribution of any two psychologists

Learning Outcomes: After completion of this course students would able to:
  ❖ Describe the concept and process of Educational Psychology.
  ❖ Understand Cognition and Learning.
  ❖ Explain the concept, components to fostering creativity and creative thinking.
  ❖ Understand about the mental health and hygiene-process of adjustment, conflicts and defence mechanism.

Suggested Reading:
  1. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण–अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
  2. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
  3. भटनागर, सुरेश (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा
  4. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
  5. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली
  6. अस्थाना, बिपिन, अस्थाना श्वेता, (2007), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा
  7. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
  8. गुप्ता, एस.पी., गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
  9. पाठक, पी. डी, (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा.
  10. शर्मा, गणपतराम, व्यास हरिश्चन्द्र, 2007, अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
  11. भाटिया, के. के., (2006), शिक्षण अधिगम प्रक्रिया का मनोविज्ञान, कल्याणी पब्लिशर्स, लुधियाना
  12. अरोड़ा रीता, मारवाह सुदेश, (2006), शिक्षा मनोविज्ञान एवं सांख्यिकी, शिक्षा प्रकाशन, जयपुर
  13. अस्थाना, मधु एवं वर्षा, किरन बाला (2012) व्यक्तित्व मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी, 221009

14. श्री वास्तव डी.एन. एवं श्री वास्तव वी.एन. (2015) आधुनिक विकासात्मक मनोविज्ञान, श्रीविनोद पुस्तक मंदिर आगरा
15. विद्यालंकार, जगदीश (1990), भारतीय मनोविज्ञान, राधा पब्लिकेशन्स
16. पाण्डेय, के.पी, (1985), मनोविज्ञान और शिक्षा में सांख्यिकी, दुआबा हाऊस, दिल्ली
17. स्कीनर, सी. ई., (1972), शिक्षा मनोविज्ञान के तत्व, उत्तरप्रदेश हिन्दी ग्रंथ अकादमी, लखनऊ
18. Murlidhar Dash (2004), Eucational Phychology, Deep & Deep Publication, New Delhi
19. Philip G. Zimbardo (1985), Psychology and life, Stanford University, Harper collins, XIIth Edition,
20. Richard H. Price, Mitebell crlicksten Dajd L. Horton (1982), Principles of psychology, University of
21. B. Kuppuswamy (1972), Advanced Educational Psychology : Sterling Publishers (p) Ltd.
22. Bruce Joyce and Morsha Well (1972), Model of Teaching: Prentice Hall International, Inc. London (Chapter 20 Particularly)
23. Jhohn P. Dececo (1968), The Psychology of Learning and Instruction, Prentice Hall India
24. Morris L. Bigge and Maurice P. Haunt (1962), Psychologial Foundation of Education,
25. S. S. Chauhan, Advanced Educational Psychoogy, Vikas Publications
26. Bigge and Hunt : Foundation of Educational Psychology
27. Lay Cook : Educational Psychology.
28. Maryland Ronald Basiloy, University of Michigan, B S college Publishing, New York
29. K.C. shukla, Tara Chand, Practical Psychology, Commonweath Publishers, New Delhi
30. Philip Gammage, Reutledge and Kegan Paul, Teacher and Pupil: Some Socio-Psychological Aspects

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED205	Internship in T E I	CC	4		100 Internship	100

Objectives:
- ❖ To understand the function of college
- ❖ To develop research steps

Internship in Teacher Education Institute

1. Understanding the Admission Process

2. Analysis of Time table

3. Morning Assembly

4. Class Management

5. Various Co-curriculum Activities.

6. Study departmental Meeting

7. Study the Library Process of the Institute Education.

8. Prepare an Action Research on any New Educational Problems

9. Regulation 2014 (B.Ed, M.Ed, B.Sc-B.Ed and B.A- B.Ed) Any One Report

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand the function of school.
- ❖ Develop various research steps
- ❖ Explain the various research methods and techniques

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 203	Preksha Meditation and Self Management	FC Any one	4	30	70	100

Objectives:
- ❖ To understand historical development of Preksha Meditation.
- ❖ To understand the components, spiritual-scientific basis, objectives and benefits of Preksha Meditation.
- ❖ To introduce the practicals & process of Preksha Meditation.

Unit-I Preksha Meditation - I

Preksha Meditation: nature, *upsampada*, main, supportive and specific components.
Kayotsarga (Relaxation with self awareness): objectives, spiritual and scientific basis and benefits.
Internal Trip (*Antaryatra*): objectives, spiritual and scientific basis and benefits.

Unit-II Preksha Meditation – II

Perception of Breathing: objectives, spiritual and scientific basis, types and benefits.
Perception of Body: objectives, spiritual and scientific basis and benefits.

Unit-III Preksha Meditation - III

Perception of Psychic Centres: objectives, spiritual and scientific basis and benefits.
Psychic Colour Mediation (*Leshya Dhyan*): objectives, spiritual and scientific basis and benefits.
Contemplation (*Anupreksha*): objectives, spiritual and scientific basis and benefits.

Unit-IV Self Management through Preksha Meditation

Personality development and Preksha Meditation.
Health management and Preksha Meditation.
Stress Management and Preksha Meditation.
Memory and Preksha Meditation.
Time management and Preksha Meditation.
Emotional management and Preksha Meditation.

Learning Outcomes: After completion of this course students would able to:
❖ Describe the general concept of Preksha Meditation and the components of it.
❖ Practice and instruct the method of Preksha Meditation.
❖ Describe spiritual and scientific basis of each component of Preksha Meditation.
❖ Identify the benefits of Preksha Meditation practice.
❖ Understand the mechanism of personality development through Preksha Meditation.
❖ Develop Preksha Meditation module for self management.

SUGGESTED READING

1   प्रेक्षा पुष्प – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं 2003।
2   अपना दर्पण अपना बिम्ब – युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991।
3   प्रेक्षाध्यान : सिद्धात और प्रयोग – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूं।
4   प्रेक्षाध्यान : व्यक्तिव विकास – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं।
5   जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूं 1996।
6   जीवन विज्ञान, प्रेक्षाध्यान एवं योग – संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, 2009।
7   Mirror of the Self – Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1995.
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Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED304	Internship	CC	4	100 Internship		100

Internship Work (4 Week)

Objective:
- ❖ To know various teaching methods and their use in classes
- ❖ To prepare innovative lesson on different methods

- • Class Teaching in B.Ed./B.A.-B.Ed./B.Sc.-B.Ed./B.A./B.Sc. College
- • Class Supervision
- • Morning Assembly

Prepare Innovate lesson (any four methods)

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand various teaching methods used in class
- ❖ Prepare the innovative lesson on different methods

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 402	Academic Writing (ISB)	CC	2	50 Practical & Viva-Voce		50

Objective:
- ❖ To develop the academic writing
- ❖ To develop research work writing
- ❖ To participate in seminar and workshop

UNIT I General Writing
- a) Prepare a base review (any reference book)
- b) Script/Story (Drama)
- c) Prepare two content lesson of B. Ed. syllabus. (any two)

UNIT II Research Work Writing
- a) Prepare an Article on current topic.
- d) Present a Seminar paper (National/State/International)
- e) Prepare a desertation summary

Learning Outcomes: After completion of this course students would able to:
- ❖ Write on research
- ❖ Understand the concept of seminar and workshop

Term Paper: (Any one)

Prepare a term paper on any topic related with above unit.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 405	**Area (b) Educational Technology** Principles of Educational Technology	Choose any one area which will comprise of three papers CE	3	30	70	100

Objectives:

- ❖ To acquaint the students with the concept, definition and Scope of educational technology.
- ❖ To acquaint the students with the system approach, communication process and content analysis.
- ❖ To enable the students to understand about the principles of programmed learning.
- ❖ To acquaint the student about the role of instructional technology.
- ❖ To acquaint the student about the teaching model.

Course Contents:

Unit - I Concept of Educational Technology

a) Educational Technology: Concept, its definition, nature, scope.
b) Forms of educational technology: teaching technology, instructional technology and behavior technology.
c) Approaches of educational technology: Hardware Software and System approach.

Unit-II Communication & its Process

a) Communication in education, communication process, types, communication in teaching learning.
b) Comparative study of memory, understanding and reflective level of teaching.
c) Content analysis.

Unit- III Models of Teaching Technology

a) Teaching Models: Concept, characteristics.
b) Glasser's Basic Training Model.
c) Creativity Teaching Model.

Unit-IV Programme Learning Approaches

a) Programmed Learning: Meaning, characteristics, principles.
b) Types of programmed learning: Linear and branching.
c) Advantages and limitations of programmed learning.

Term Paper : (Any one)

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.
- Preparation of any two low cost teaching aid/ PPT Preparation

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand with the concept, definition and Scope of educational technology.
- ❖ Explain system approach, communication process and content analysis.
- ❖ Describe about the principles of programmed learning.
- ❖ Understnad about the role of instructional technology.
- ❖ Acquaint about the teaching model.

Suggested Reading:
1. मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सिंह, कर्ण (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन।
3. अग्रवाल जे. सी. (2007), शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर, आगरा।
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5. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
6. Sampath, K. PainiselvamA.and Santhanam (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
7. Nickson. M. (1981), Educational Technology Technology: A Systematic Approah for Teachers. London,
8. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
9. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
10. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Messachusetts, Lonson,.
11. Wardlock Educational Thomas, C.A., (1963) : Programmed Learning in Perspective-Aguide to programme writing, Banking Essex, Adelphi.
12. Green, E.J.(1960),The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
13. Buch,M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 411	**Area (b) Education Technology** Educational Technology and Computer Application	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:
- ❖ Students will become awarel of various ICT trends.
- ❖ Students will be able to use computer for their studies and get the general introduction about windows operating system.
- ❖ Students can create presentation and use MS Word for their text formatting
- ❖ Students will know how to create simple marksheet and will be able to use Internet for their study purpose.

Course Contents:

Unit - I   I C T in Education
a) ICT : Concept, Characteristics, Importance
b) Challenges for ICT
c) Multimedia Approaches :
- Video conferencing
- Online classes
- Smart Classes

Unit - II Introduction to Computers and Windows Operating System
a) Introduction to Computers
- Definition , Application & Block Diagram of Computer
- Computer Memory, Hardware &Software
- I/O Devices
b) Introduction to Windows OS
- Features of Windows OS
- Basic Components of Windows OS- Desk Top, Task Bar, System Tray, Icons, Control Panel, File & Folder Management

Unit - III   Introduction to MS-Word & Ms-Power Point
a) Introduction to MS-Word
- An overview of the basics of word processing
- Editing and Formatting Documents
- Use spell check , grammar check & Thesaurus
- Creating Tables
- Introduction to Ms-PowerPoint

- Creating an effective presentation using power point

Unit - IV Introduction to MS-Excel & Internet
  a) Introduction to MS-Excel
- Creating an excel worksheet
- Using formula & functions
- Creating Charts & Graphs
  b) Introduction to Internet
- Introduction to Internet, Web Browser and Search Engine
- Surfing the Net using search engines and download
- Email

Term Paper : (Any one)
- Write one term paper.
- Prepare a P P T lesson with any concept of this paper.

Learning Outcomes: After completion of this course students would able to:
- ❖ Aware of various ICT trends.
- ❖ Use computer for their studies and get the general introduction about windows operating system.
- ❖ Create presentation and use MS Word for their text formatting
- ❖ Know how to create simple marksheet and will be able to use Internet for their study purpose.

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  1. Nickson. M. (1981), Educational Technology Technology: A Systematic Approah for Teachers. London, Wardlock Educational.
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  4. Buch,M.B. & Santhanam M.R. (1980), Communication in Class Room CASE Baroda.
  5. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
  6. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application AddisonWEsley Publishing Co. Reading Messachusetts, Lonson,.
  7. Thomas, C.A. (1963), Programmed Learning in Perspective-Aguide to programme writing, Banking Essex, Adelphi.
  8. Green, E. J. (1960), The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
  9. Fergusan, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill,New Delhi
  10. Dayton, C. (1970), The Dosign of Educational Expetiments, MC Graw Hill, New Yoek
  11. Edwards A.L. (1970), Techniques of Allitude Scale Construction , Mc Graw Hill, New York

12. Anastasi , A. (1968), Psychological Testing (3rd Edition) Macmillan , New York
13. Adams, G. S. (1966), Measurement and Evaluation in Education, Psychology and Guidance, Hott Rinehart and Winston, New York
14. Vernon ,P.E. (1965), The Measurement of Abilities, University of London Press Ltd.
15. Numally Jum, C. (1964), Educational Measurment and Evaluation, MC Graw Hill Bool Company New York
16. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED101	Chidhood and Growing Up	**CC**	4	30	70	100

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

Course Contents:
UNIT-I Educational Psychology and Development
a) Educational Psychology : Concept, Methods & Applications
b) Implications of Educational Psychology:Teachers, Curriculum, Class-room Situations
c) Indian Psychology : Concept and its implication
d) Growth & Development
e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development
a) Childhood : Its concept & characteristics
b) Childhood : Physical, Mental, Emotional, Social & Moral Development
c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
d) Childhood : Activities for Personality Development
e) Childhood : Language Development

UNIT-III Adolescence and Its Development
a) Adolescence : Its Meaning & Characteristics
b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development

c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
d) Adolescence : Activities for Personality Development
e) Adolescence : Related Problems & Remedies
f) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends
a) Personality : Concept, Types & Measurement
b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
c) Creativity : Meaning, Development & Measurement
d) Adjustment : Concept, Process & Mechanism
e) Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)
- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Workrelated to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

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

References :
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2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
3. Chomskey, N. (1968), Language and Mind, Harcourt Brace, Jovanobich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
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8. Piaget, J. (1970), Scienceof Education and The Psychology of child, New York : Orion Press.

9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi

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12. मंगल, एस.के.,(2008),शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड,नई दिल्ली

13. यादव, सियाराम, (2008),अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद

14. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा

15. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

16. श्रीवास्तव, डी.एन. व वर्मा प्रीति संशोधित संस्करण (2014), बाल मनोविज्ञान : बाल विकास, श्री विनोद पुस्तक मंदिर, आगरा।

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Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 101	Jain Culture and LifeValue	**FC**	**4**	**30**	**70**	**100**

Objectives:
- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture
- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics
- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development
- Science of Living a new way of Education
- Seven Parts of Science of Living
- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management
- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:
- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.

SUGGESTED READING
- Acharya Mahaprajna, Jain Darshan Manan AurMimansa, Adarsh Sahitya Sangh, Churu, 1977.
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- Jain, Jyoti Prasad, Religion and Culture of theJains,Bharatiya Gyanpeeth, 1999.
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- Samani Riju Prajna, Jain Darshan ke PramukhSiddhanta, Jain Vishva Bharati Institute, Ladnun, 2015

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED103	Language Across the curriculum	**CC**	4	30	70	100

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

Course Contents:
Unit -I Language acquisition and development
a) Language : Concept, Meaning and Nature
b) Language usages : Written, Oral, Role Playing with Communication
c) 3 Language Policy   : First (Mother tongue)
                            : Second (Foreign language)
                            : Third (Religious or classical language)
d) Language development : From childhood to Adult stages

Unit -II Language Skills
a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
b) Narrative Text vs. Expository text

c) LSRW (Listening, Speaking, Reading, Writing)
d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction
a) Expression : Public Speech, Lecture, Debating
b) Multilingualism in classroom
c) Summarizing and Reflection
d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies
a) New Structure and building of vocabulary
b) Learning new vocabulary and Diagnostic Language Errors
c) Language Phonemes & Identification of Sound Errors
d) Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)
- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:
- Understand the nature and use of language.
- Develop the idea of Multilingualism in class room teaching.
- Create the sense of language and its flavor.
- Inculcate language skills among trainees.
- Evaluate skills creative writing and expression.
- Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- Develop ornamental use of vocabulary in different curriculum.

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1. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.
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BED 104 : Understanding Discipline and Subjects
Objectives:
- To make aware the students about the diciplines and its characteristics.
- To give Introduction of Kalidas, Tulsidas and Shakespeare
- To understand the scientific idea of science education.
- To apply the thought of social science language in their day to day life.

Course Contents:
Unit- I Language and Disciplines
a) Meaning of discipline
b) Characteristics of a discipline
c) Inter- disciplinary approach

Unit- II Language and Disciplines
   a) History of language development (Hindi, Sanskrit and English)
   b) Language technology
   c) Language lab
   d) Phonetics science
   e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline
   a) History and game cricket
   b) History of woman empowerment
   c) New trends cultural in society
   d) Political socialization
   e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines
   a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
   b) Science and sound
   c) Nutrition and balanced diet
   d) Human diseases
   e) Electricity and light

Assignment & Practical Works: (Any Two)
   • Write Any one Assignment Work.
   • Write a short note on Importance of Language in teacher.
   ▪ Read and review an article.
   ▪ Prepare a report on creative writing.

Learning Outcomes: After completion of this course students would able to:
   ❖ Understand language of various discipline.
   ❖ Develop expression of various language areas.
   ❖ Acquire scientific study of language phonetics.
   ❖ Know the scientific idea of science education.
   ❖ Apply the thought of social science language in their day today life.
   ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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Semester - II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED201	Assessment for Learning	CC	4	30	70	100

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

Course Contents :

Unit I - Assessment and Evaluation in Education
a) Concept of measurement, assessment and evaluation
b) Types,Need, scope and relevance of evaluation
c) Principles of assessment and evaluation
d) Test, scale and measurement
e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation
a) Characteristics of a good measuring instrument
b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
c) Types of test items and its construction : subjective test items and objectives test item
d) Diagnostic test construction and preparation of remedial materials
e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment
a) Continuous and Comprehensive Evaluation
b) Marking system vs Grading system
c) Semester system (C B C S) Chioce Based Credit System
d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation
a) Measure of Central Tendency:
- Mean
- Median
- Mode
b) Measure of variability
- Range
- Quartile Deviation
- Average Deviation
- Standard Deviation

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

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

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Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED202	Learning and Teaching	CC	4	30	70	100

Objectives:
- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of educaiton.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning
a) Learning : Concept, Nature and Characteristics
b) Factors Affecting Learning
c) Laws and Types of Learning
d) Cognitive Learning- Peaget, Bruner
e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.
a) Trial and Error theory
b) Classical conditioning theory
c) Operant conditioning theory
d) Insight theory of Learning
e) Social Learning theroy (Bandura)

Unit-III Concept variables and models of Teaching
a) Teaching : concept, Nature and characteristers
b) Variables of Teaching and their functions
c) Factors Affecting Teaching and Teaching process
d) Relationship between teaching and Learining
e) Teaching model- concept, functions, sources and elements

Unit-IV Theories and Application of Teaching

a) Levels of Teaching - memory, understanding and Reflective
b) Teaching theories-concept, need, types and utility
c) Analyzing Teaching in Deverse classrooms
d) Teaching as a complex activity
e) Teaching as a profession

Assignment & Practical Works: (Any Two)
- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:
- Acquire knowledge and understanding of learning and Teaching.
- Understand the theories of learning.
- Develop the skill of active engagement of students in teaching learning activity.
- Investigate differences and connections between learning in school and learning outside school.
- Inculcate the knowledge of teaching and its process.
- Understand learners, learning process and school.

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Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 203	Pre-Internship	**CC**	**4**	100 Pre Internship		**100**

Pre-internship distribution (4 Weeks)

Objectives:
- ❖ To acquire the knowledge of internship.
- ❖ To understand skill focused teaching.
- ❖ To develop ability of comprehensive school teaching.
- ❖ To understand and organize various school activities.

Sr. No.	Contents

1. **Skills Fouced Teaching**
   - ➢ Introduction
   - ➢ Questioning
   - ➢ Black Board
   - ➢ Reinforecement
   - ➢ Stumulus Variation
   - ➢ Communication
   - ➢ Personality Development etc.

2. **Comprehensive School Teaching**
   - ➢ Demsstration Lesson Plan
   - ➢ Lesson based on Various Approaches Method, such as --
     - o Co-operative Learning
     - o Activities Based Apprach
     - o Team Teaching
     - o Project Method
     - o Brain Storming
     - o Task Based

     o   Programme Instruction etc.

3.   Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids

4.   School Activities
- ➢ Physical
- ➢ Cultural
- ➢ Leteraty
- ➢ Yoga Exceress

Learning Outcomes: After completion of this course students would able to:
- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 204	Hindi	Pedagogy of a school subject (Any two) CE	4	30	70	100

Objectives:

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

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध
- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण–दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा 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 किन्ही दो विशिष्ट लेखों की समीक्षा करना

● किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वी)।

● हिन्दी विषय की किसी भी विधा 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 का प्राप्त कर सकेंगे।

❖ माध्यमिक स्तर के निर्धारित पाठयक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।

❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।

❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।

❖ हिन्दी भाषा की विभिन्न 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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16. सिंह, निरंजन कुमार (2008), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
17. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50

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

Course Contents:
Unit - I MS Office
a) MS- word (Text management)
b) Power Point (Preparation of Slide)
c) Smart Class
d) E - Learning

Unit - II Internet and Multimedia
a) E-mail, Chat
b) Searching, Downloding and Uploding
c) Multimedia and its Education Uses.
d) Mobile Banking

Assignment & Practical Works: (Any Two)

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

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

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

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2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Roinhold Co. New Jersey, 1969
10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper I[st], NCET, 1967
12. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा–कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
13. सिंह, मया शंकर, 2007, शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली–110002

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

अधिगम की उपलब्धि

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।

❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई–1 योग के प्रयोग

(अ) योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता

(ब) आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरूड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजगांसन, शलभासन,(स्थिति, विधि, लाभ)

(स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम

(द) मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा

(य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधंर बन्ध

इकाई–2 प्रेक्षाध्यान

(अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य

(ब) प्रेक्षाध्यान के सहायक अंगो का संक्षिप्त परिचय एवं महत्व

(स) कायोत्सर्ग, अन्तर्यात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)

(द) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

सत्रीय कार्य :(कोई एक)

▪ विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।

▪ सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।

❖ संतुलित व्यक्तित्व का निर्माण।

❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

संन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार ‘तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
    Science of Living, Ed. Muni Mahendra Kumar

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender , School and Society	**CC**	**4**	**30**	**70**	**100**

Objectives:
- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To aware about the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I   Role of Society & Organization in Gender sensitivity.
   a) Gender Equity : Concept, Needs, Problem and solution
   b) Nature of Society
   c) Women Commission
   d) Right to Education

Unit- II   Dimensions of Development of School
   a) Administration – Structure of Centre and State education.
   b) Head-Master – Merits, work, Duties and Leadership.
   c) Ideal Teacher – Personality and Qualification
   d) Modern school , Library, Laboratory, and Hostel
   e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society
   a) Role of education in different Areas (Family, school, and society).
   b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
   c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school
   a) NGO – (meaning and Role)
   b) Role of present Social – worker
   c) Govt. Planning
   d) Role of Religious Organization

Assignment & Practical Work (Any Two)
- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.
- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:
- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
  Utilize their administrative skill to manage different administrative activities at school level

Suggested Readings:
1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstuddies.org.
12. www.genderparddigm.com./publication/html

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 402	Reading and Reflecting on texts (EPC)	CC	2	15	35 Practical and Viva-voce	50

Objectives:
- ❖ To develop basic Communication Skills.

❖ To promote Creative Writing among students.

❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

a) Explain with stage of any self expression of any one guest.

b) Enlist errors in reading among school students.

c) Review of any one books with reading.

d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

a) Recite 10 poem / verse/ stanza and write it.

b) Prepare an action plan and organize accordingly.

c) Proof reading.

d) Prepare list of innovative vocabulary for speaking. (50 words).

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

❖ Understnd Communication Skills.

❖ Promote Creative Writing among students

❖ Explain the art of speaking.

Assignment & Practical Work (Any Two)

• One term paper on any topic related to above units.

▪ Prepare a plan and organize any two activities related to above units.

▪ Demonstrate different type of speaking.

▪ To identify the causes of ineffective speech and remedies for it.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical and Viva-voce	50

Objectives:

❖ To develop skills of role playing and acting.

❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

a) Prepare a Drama for any Social issues (Class VI to XI)

b) Role playing for different scene of Drama

c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)
a) Mehendi, Drawing

b) Rangoli/Model Preparation

c) Poster Painting

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

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

Semester VII

Course Code	Course Title		Course Category	Credit	C.I.A.	Theory	Total
BED406	Creating and Inclusive Education		CC	4	30	70	100

Objectives:
- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familarize 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
   a) Meaning, Objective , Need and Types of Inclusive Education
   b) Principles of Inclusive Education
   c) Soluation and challenge of Inclusive Education
   d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education
   a) Legislation for inclusive education- National policy of disabilities 2006
   b) Sarva Shiksha Abhiyan (2002)
   c) NGO
   d) RTE-2009

Unit- III Exceptional Child and Special Educational
   a) Exteptional Child : Meaning and Types
   b) Mentally Retared Child
   c) Physically Handicapped Child
   d) Hearing Impaired Child
   e) Visually Handicapped Child
   f) Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School
   a) Speech Defective Childern
   b) Language Handicapped Child
   c) Learning Disadvantage Child
   d) Parents of Exceptional Childern
   e) Guidance of Exceptional Childern
   f) Special School (Building Co-curricular Activities)

Assignment & Practical Work (Any Two)
   - One term paper
   - Write a One Article of Disabilities Child
   - Case study of disabilities child
   - Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:
   ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
   ❖ Identify and address diverse needs of all learners
   ❖ Describe the trends and issues in inclusive education

- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

Suggested Readings:

1. Ahuja.A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learnin Based pproach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो–सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 409	3. Guidance and Counseling	Any one CE	4	30	70	100

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

Course Contents:
Unit- I Basics of Guidance
a) Meaning and Nature of Guidance.

b) Aims and Principles of Guidance.
c) Types of Guidance
d) Importance of Guidance in schools for individual and for society.
e) Process of Guidance.

Unit- II Basics of Counseling
a) Meaning, Nature and Principles of counseling
b) Types of Counseling.
c) Distinction between Guidance and Counseling.
d) Role and Responsibilities of Guidance workers in school.
e) Qualities of a good guidance programme.

Unit- III Area of Guidance
a) Educational guidance
b) Vocational guidance
c) Personal guidance
d) Guidance Implication in the current Indian scenario.
e) Problems of guidance in India.

Unit- IV Guidance Services
a) Introduction to Guidance Services.
b) Individual Inventory Service
c) Information Service
d) Cumulative Record
e) Placement Services
f) 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.

Suggested Readings:
1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur

2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.

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Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 201	Assessment For Learning	**CC**	**4**	**30**	**70**	**100**

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

Course contents:

Unit I - Assessment and Evaluation in Education
- f) Concept of measurement, assessment and evaluation
- g) Types,Need, scope and relevance of evaluation
- h) Principles of assessment and evaluation
- i) Test, scale and measurement
- j) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation
- f) Characteristics of a good measuring instrument
- g) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
- h) Types of test items and its construction : subjective test items and Objectivess test item
- i) Diagnostic test construction and preparation of remedial materials
- j) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment
e) Continuous and Comprehensive Evaluation
f) Marking system vs Grading system
g) Semester system (C B C S) Chioce Based Credit System
h) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation
c) Measure of Central Tendency:
    - Mean
    - Median
    - Mode
d) Measure of variability
    - Range
    - Quartile Deviation
    - Average Deviation
    - Standard Deviation

Assignment & Practical Work (Any Two)
- Prepare an achievement test of any school subject of secondary school.
- Write two Assignment Work with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

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

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Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 202	Learning And Teaching	CC	4	30	70	100

Objectives:
- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of educaiton.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning
- f) Learning: concept, Nature and characteristics.
- g) Factors Affecting Learning.
- h) Laws and Types of Learning.
- i) Cognitive Learning- Peaget, Bruner.
- j) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.
- **f)** Trial and Error theory.
- **g)** Classical conditioning theory.
- **h)** Operant conditioning theory.
- **i)** Insight Theory of Learning.
- **j)** Social Learning theroy (Bandura)

Unit-III Concept variables and models of Teaching
- **f)** Teaching: concept, Nature and characteristers.
- **g)** Variables of Teaching and their functions.
- **h)** Factors Affecting Teaching and Teaching process.
- **i)** Relationship between teaching and Learining.
- **j)** Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching
- **f)** Levels of Teaching - memory, understanding and ReflEctive.
- **g)** Teaching theories-concept, need, types and utility.
- **h)** Analyzing Teaching in Deverse classrooms.
- **i)** Teaching as a complex activity.
- **j)** Teaching as a profession.

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

Learning Outcomes: After completion of this course students would able to:
- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

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13.

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 702	Language Across the Curriculum	CC	4	30	70	100

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

Course Contents:

Unit -I Language acquisition and development
- e) Language : Concept, Meaning and Nature
- f) Language usages : Written, Oral, Role Playing with Communication

g) 3 Language Policy : First (Mother tongue) Second (Foreign language) Third (Religious or classical language)

h) Language development: From childhood to Adult stages.

Unit -II Language Skills
e) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
f) Narrative Text vs. Expository text
g) LSRW (Listening, Speaking, Reading, Writing)
h) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction
e) Expression : Public Speech, Lecture, Debating
f) Multilingualism in classroom
g) Summarizing and Reflection
h) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies
e) New Structure and building of vocabulary
f) Learning new vocabulary and Diagnostic Language Errors
g) Language Phonemes & Identification of Sound Errors
h) Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)
- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand the nature and use of language.
- ❖ Develop the idea of Multilingualism in class room teaching.
- ❖ Create the sense of language and its flavor.
- ❖ Inculcate language skills among trainees.
- ❖ Evaluate skills creative writing and expression.
- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

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Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total

EDU 301	Understanding Discipline and Subjects	Any one CE	4	30	70	100

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

Course Contents:
Unit- I Language and Disciplines
- d) Meaning of discipline
- e) Characteristics of a discipline
- f) Inter- disciplinary approach

Unit- II Language and Disciplines
- f) History of language development (Hindi, Sanskrit and English)
- g) Language technology
- h) Language lab
- i) Phonetics science
- j) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline
- f) History and game cricket
- g) History of woman empowerment
- h) New trends cultural in society
- i) Political socialization
- j) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines
- f) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- g) Science and sound
- h) Nutrition and balanced diet
- i) Human diseases
- j) Electricity and light

Assignment & Practical Works: (Any Two)
- • Write Any one Assignment Work
- • Write a short note on Importance of Language in teacher
- ▪ Read and review an article
- ▪ Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:
- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 301	Critical Understanding of ICT	CF	2	15 Practical	35	50

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

Course Contents:
Unit - I MS Office
e) MS- word (Text management)
f) Power Point (Preparation of Slide)
g) Smart Class
h) E - Learning

Unit - II Internet and Multimedia
e) E-mail, Chat
f) Searching, Downloding and Uploding
g) Multimedia and its Education Uses.
h) Mobile Banking

Assignment & Practical Works: (Any Two)
- Prapare one Assignment Workon any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

Learning Outcomes: After completion of this course students would able to:
- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

References:
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Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 302	Yoga and Preksha Meditation	CF	2	15 Practical	35	50

Objectives:

❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।

❖ संतुलित व्यक्तित्व का निर्माण।

❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई–1 योग के प्रयोग

- योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता

- आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरूड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजगांसन, शलभासन,(स्थिति, विधि, लाभ)

- प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम

- मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा

- बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधंर बन्ध

इकाई–2 प्रेक्षाध्यान

- प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य

- प्रेक्षाध्यान के सहायक अंगो का संक्षिप्त परिचय एवं महत्व

- कायोत्सर्ग, अन्तर्यात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)

- प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

टर्म पेपर :(कोई एक)

▪ विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।

▪ सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।

❖ संतुलित व्यक्तित्व का निर्माण।

❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

संन्दर्भ ग्रन्थ सूची :

20. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
21. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
22. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
23. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
24. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
25. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
26. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
27. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
28. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
29. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
30. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
31. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
32. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
33. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
34. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
35. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
36. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
37. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
38. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
39. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 401	Gender, School and Society	CC	4	30	70	100

Objectives:

❖ To understand the modern concept of society, organization & gender sensitivity.

❖ To aware about the dimension of development of school administration.

❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends

❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I   Role of Society & Organization in Gender sensitivity.

e) Gender Equity : Concept, Needs, Problem and solution

f) Nature of Society

g) Women Commission
h) Right to Education

Unit- II Dimensions of Development of School
f) Administration – Structure of Centre and State education.
g) Head-Master – Merits, work, Duties and Leadership.
h) Ideal Teacher – Personality and Qualification
i) Modern school , Library, Laboratory, and Hostel
j) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society
d) Role of education in different Areas (Family, school, and society).
e) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
f) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school
e) NGO – (meaning and Role)
f) Role of present Social – worker
g) Govt. Planning
h) Role of Religious Organization

Assignment & Practical Works :
▪ Study of any one significant Problems of a secondary school. Prepare report detail –   it's possible Causes and Solutions
▪ One Assignment Work solve.
▪ Critically Evaluate of the different Activities of any one school.
▪ Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:
❖ Sensitize students about different social & national level problems at school level.
❖ Remedies regarding gender discrimination, government schemes and Right to Education.
❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
❖ Understanding relationship between education and society as well as NGO's.
❖ Utilize their administrative skill to manage different administrative activities at school level.

References :
13. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
14. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
15. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
16. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
17. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
18. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
19. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
20. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
21. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
22. www.gender.com.ac.uk.
23. www.genderstuddies.org.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 402	Reading and Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50

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

Course Contents:
Unit- I Reading Comprehension
- e) Explain with stage of any self expression of any one guest.
- f) Enlist errors in reading among school students.
- g) Review of any one books with reading.
- h) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan
- a) RECite 10 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Proof reading.
- d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:
- ❖ Able to explain the Communication Skills.
- ❖ Explain the Creative Writing among students.
- ❖ Uncerstand the art of Speaking.

Assignment & Practical Works : (Any Two)
- • One Assignment Work on any topic related to above units.
- ▪ Prepare a plan and organize any two activities related to above units.
- ▪ Demonstrate different type of speaking.
- ▪ To identify the causes of ineffective speech and remedies for it.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical & Viva-Voce	50

Objectives:
- ❖ To develop skills of role playing and acting.

❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script
  d) Prepare a Drama for any Social issues (Class VI to XI)
  e) Role playing for different scene of Drama
  f) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)
  d) Mehendi, Drawing
  e) Rangoli/Model Preparation
  f) Poster Painting

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

Assignment & Practical Works : (Any Two)
  • Prepare any one Assignment Work related to above units.
  ▪ Plan and organize any two activities related to above units.
  ▪ Prepare Arts and crafts with un usual material
  ▪ Prepare Fine Arts with paper
  ▪ Hand made ArchitEcture
  ▪ Soft toys (Teddy bear)
  ▪ Dance Art
  ▪ Fine Arts/ Painting
  ▪ Skill of Playing musical instrument
  ▪ Food Shef
  ▪ Handicraft

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 602	Pre- Internship	CC	4	100 Pre- Internship		100

Pre-internship distribution (4 Weeks)

Objectives:
  ❖ To acquire the knowledge of internship.
  ❖ To understand skill focused teaching.
  ❖ To develop ability of comprehensive school teaching.
  ❖ To understand and organize various school activities.

Sr. No.	Contents

1. **Skills Fouced Teaching**
- ➢ Introduction
- ➢ Questioning
- ➢ Black Board
- ➢ ReinforECement
- ➢ Stumulus Variation
- ➢ Communication
- ➢ Personality Development etc.

2. **Comprehensive School Teaching**
- ➢ Demsstration Lesson Plan
- ➢ Lesson based on Various Approaches Method, such as --
  - o Co-operative Learning
  - o Activities Based Apprach
  - o Team Teaching
  - o Project Method
  - o Brain Storming
  - o Task Based
  - o Programme Instruction etc.

3. Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids

4. School Activities
- ➢ Physical
- ➢ Cultural
- ➢ Leteraty
- ➢ Yoga Exceress

Learning Outcomes: After completion of this course students would able to:
- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

BSE 712 : Guidance and Counseling

Objectives:
- ❖ To educateion about the basics concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.

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

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU -803	Post Internship	**CC**	**16**	**160 Internship+ 120+120=240 Practical (Two Subjects final lesson)**		**400**

Objectives:
- ❖ To develop unit plan and lesson plan
- ❖ To write objective in behavioural terms
- ❖ To observe the lessons of the school teachers.
- ❖ To prepare schedule of various activities for studetns.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue pring and test paper for different classes.

Learning Outcomes: After completion of this course students would able to:
- ❖ Develop unit plan and lesson plan
- ❖ Write objective in behavioural terms
- ❖ Observe the lessons of the school teachers.
- ❖ Prepare schedule of various activities for studetns.
- ❖ Organize different co-curricular activities in the school.
- ❖ Prepare blue pring and test paper for different classes.

Post Internship distribution

Sr.no	Content
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	**Block Teaching** School Admission Time Table Morning Assembly Classroom Mangement Oraganization of Various Activities Physical Activities Cultural Activities Leterary Activities Yoga Exercies Field Trips/Picnic Counducting of Meeting Maintenance of Garden/School Action Research Preparation of Register Liberary Management Other Work of School
4.	**Community Service** Swachhata Abhiyan S.U.P.W Environment Related Work Final Lesson (Two teaching Subject)

Course Contents:
Unit- I Basics of Guidance
f) Meaning and Nature of Guidance.
g) Aims and Principles of Guidance.
h) Types of Guidance
i) Importance of Guidance in schools for individual and for society.

j) Process of Guidance.

Unit- II Basics of Counseling
f) Meaning, Nature and Principles of counseling
g) Types of Counseling.
h) Distinction between Guidance and Counseling.
i) Role and Responsibilities of Guidance workers in school.
j) Qualities of a good guidance programme.

Unit- III Area of Guidance
f) Educational guidance
g) Vocational guidance
h) Personal guidance
i) Guidance Implication in the current Indian scenario.
j) Problems of guidance in India.

Unit- IV Guidance Services
g) Introduction to Guidance Services.
h) Individual Inventory Service
i) Information Service
j) Cumulative Record
k) Placement Services
l) Follow up Service

Assignment & Practical Work (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.

Suggested Readings:
12. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur

13. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.

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