

# SYLLABUS

## DEPARTMENT OF EDUCATION

### **BACHELOR OF EDUCATION (B. Ed.)**

Two Year Regular Programme



## **JAIN VISHVA BHARATI INSTITUTE**

(Deemed to be University under section 3 of UGC Act, 1956)

**Ladnun-341306 (Raj.)**

2019

# **BACHELOR OF EDUCATION (B.ED.) PROGRAMME**

## **Two Years Regular Programme**

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

### **Introduction :**

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

**Duration:** The B.Ed. programme is full time two years programme.

**Eligibility:** A candidate who has passed B.Ed. degree from any recognized university and qualified PTET conducted by the Rajasthan Government for that year as per guideline of State Government.

### **Objectives:**

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

### **Programme Outcome of B.Ed. (2 Years Programme)**

The Department of education runs the B.Ed. programme which is recognized by NCTE, New Delhi since 2005. The programme has very specific outcomes to spread educational thought, child psychology, creative pedagogy with modern information communication technology. Now a days teacher has to deal with classroom like multilingual, multicultural and multi religions in nature. Diverse socio-culture, economic and linguistic varieties are in the classrooms. The aspiration levels of the students have changed considerably under the hazard influences of Technological revolution and globalization. In this programme mainly a good platform to share learning in varying levels of cognitive, affective and psychomotor abilities.

The programme encompasses with valued education, yoga, and personality development for fullest development of the child. Both theoretical and practical and combined for providing a good knowledge for child's integrated personality.

As per the latest curriculum frame work NCFTE-2009 it spreads the knowledge and understanding of theory and practical in teacher education programme by incorporating the socio-cultural context of education giving more emphasis on the field experience of students teachers in this course with internship.

Enhancing professional capacities are the basis ingredients of the B.Ed. programme for preparing value based and dynamic teachers for the society and nation.

## **Programme Specific Outcomes (PSO) of B.Ed. (2 Year programme)**

After completion of the B.Ed. programme the pupils teachers shall able to:

1. Develop the knowledge, understanding and skill in teaching & learning.
2. Foster professionals in teachers education.
3. Motivate students for all round development.
4. Enhance competent & skill for employability balance mental health.
5. Spread the thought of creativeness and positive thinking.
6. Train about ICT and yoga for balanced personality.
7. Produce teacher trainees for the society
8. Apply innovative teaching pedagogy in class room

### **1. Title and Commencement**

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations was adopted from academic year 2015-2016.

### **2. Definitions**

- 2.1 "Programme" is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester's duration and a normal under-graduate programme shall be of four semester's period.
- 2.2 "An Academic Year" consists of two semester's. Each semester consists of different papers of four units. Each unit with have 6 weeks for academic work.
- 2.3 "Course" is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course Code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome.

A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these.

Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical's –P. Where L- Stands for Lecture session.

T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.

P- Stands for practice session and it consists of hands on experience/laboratory experiments/field experiments/case studies that equip students to acquire much required skill component.

In terms of credit, every one hour session of L (per week) amounts to I credit per semester and minimum of two hour session of T or P (per week) amounts to I credit per unit over a period of one course of 24 weeks for teaching-learning process (inclusive of teaching and examination).

A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

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

- **Core Course**

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

(a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.

(b) Core Elective or Core allied is a course that supports / strengthens the core compulsory.

- **Elective Course**

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

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

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

- **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

(a) Compulsory Foundation Course add generic proficiency to the students belonging to all disciplines of study.

(b) Elective Foundation Courses are value based and aimed at man making education.

2.4 A module means a course having independent entity.

2.5 'Unit' means a course having independent part in a course.

2.6 "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.

2.7 "Grade Letter" is an index to indicate the performance of student in a particular course. It is arrived at by transformation of actual marks secured by a student in a said course. Grade letters are O,A,B,C,D,E,F.

2.8 "Grade Point" is the weightage allotted to each grade letter depending on the range of marks awarded in a course.

2.9 "Credit Points" refers to the product of "Number of credit assigned to the course" and the grade point secured for the same course.

2.10 "Semester Grade Point Average" (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "Total credit points earned by students in all courses at the semester" and the "Total number of credit assigned to the courses" in the semester.

2.11 "Cumulative Grade Point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

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

### 3. Credit Framework for Normal under Graduate Level Course

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

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	20	20	20	20

### 4. Credit and Teaching Hours.

- 1 Credit = 1 hour Teaching  
1 Credit = 2 hour of Practical / Fieldwork  
4 Credit Course needs four hour Student Teacher contact in a week.

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

### 6. Credits and Marks

- 1 Credit = 25 marks

### 7. Grading

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

### 8. Performance Evaluation (Calculation)

#### SGPA = ECG/EC for a Semester

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

#### CGPA = ECG/EC for all semester taken together.

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

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

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

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

### 9. Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components :
  - Attendance regularity 10 marks

▪ Class Tests	05 marks
▪ Assignments	10 marks
▪ Class Presentation/Seminar	05 marks
<b>Total</b>	<b>30 marks</b>

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

## **10. Evaluation Panel:**

### **Internship Evaluation Panel:**

Pre-Internship and Post Internship

- HOD of the concerned Department
- Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

### **Final Lesson Panel: (Two Teaching Subject)**

- ❖ HOD of the concerned Department
- ❖ Internal/ External subject expert

### **EPC Evaluation Panel:**

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

- HOD of the concerned Department.
- Internal Subject Expert.

**Bachelor of Education (B.Ed)**  
**Semester I**  
**Distribution of Papers, Marks and Credits**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 101	Childhood and Growing Up	CC	4	30	70	100
BED 102	Contemporary India and Education	CC	4	30	70	100
BED 103	Language Across the curriculum	CC	4	30	70	100
BED 104	Understanding Discipline and Subjects	Any one CE	4	30	70	100
BED 105	Innovative Methods					
JVB101	Jain Culture and LifeValue	FC	4	30	70	100
		<b>Total</b>	<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>

**B.ED**  
**Semester II**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 201	Assessment for Learning	CC	4	30	70	100
BED 202	Learning and Teaching	CC	4	30	70	100
BED 203	Pre-Internship	CC	4	100 Pre Internship		100
BED 204	Hindi	Pedagogy of a school subject Any two CE	4	30	70	100
BED 205	English					
BED 206	Sanskrit					
BED 207	History					
BED 208	Civics					
BED 209	Social Science					
BED 210	Economics					
BED 211	Geography					
BED 212	Home Science					
BED 213	Chemistry					
BED 214	Physics					
BED 215	Mathematics					
BED 216	General Science					
BED 217	Biology					
BED 218	Commercial Practice	CE	4	30	70	100
BED 219	Book-keeping					
		<b>Total</b>	<b>20</b>	<b>120</b>	<b>380</b>	<b>500</b>

**B. Ed.  
Semester III**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 301</b>	Post Internship	<b>CC</b>	<b>16</b>	<b>160</b>	<b>Internship+ 120+120=240 Practical (Final Lesson in two school subjects)</b>	<b>400</b>
<b>JVB 301</b>	Critical Understanding of ICT	<b>FC</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>JVB 302</b>	Yoga and Preksha Meditation	<b>FC</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
		<b>Total</b>	<b>20</b>	<b>30</b>	<b>470</b>	<b>500</b>

**Semester IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 401</b>	Gender, School and Society	CC	4	30	70	100
<b>BED 402</b>	Reading & Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva- Voce	50
<b>BED 403</b>	Drama & Arts in Education (EPC)	CC	2	15	35 Practical & Viva Voce	50
<b>BED 404</b>	Knowledge and Curriculum (part-A)	Any one	4	30	70	100
<b>BED 405</b>	Knowledge and Curriculum (part-B)	CC				
<b>BED 406</b>	Creating an Inclusive school	CC	4	30	70	100
<b>BED 407</b>	Optional Course 1. Environmental Education	Any one CE	4	30	70	100
<b>BED 408</b>	2. Health and Physical					
<b>BED 409</b>	3. Guidance and Counseling					
<b>BED 410</b>	4. Distance Education					
<b>BED 411</b>	5. Additional Course (Any one)					
	5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5.6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
	5.10 Chemistry					
	5.11 Physics					
	5.12 Mathematics					
	5.13 General Science					
	5.14 Biology					
	5.15 Commercial Practice					
	5.16 Book-keeping					
		<b>Total</b>	<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>

- EPC- Enhancing Professional Capacities
- CIA-Continuous Internal Assessment
- CC- Core Compulsory
- CE - Core Elective
- FC- Foundation Course



## Semester - I

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

### Objectives:

- ❖ Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- ❖ To aware the trainees about concept and developmental dimensions of childhood.
- ❖ Trainees got informed about imagination, creativity & interests at school level.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- ❖ To aware about the process of human 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 Work related 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.

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## Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED102	Contemporary India and Education	CC	4	30	70	100

### Objectives:

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

### Course Contents:

#### Unit-I Concept and Nature of Education

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

#### Unit-II Social Aspects of Education

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

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

- a) Characteristics of ancient, medieval and british period of education.
- b) Radhakrishna Commission of Education (1948)
- c) Mudaliyer Commission of Education (1952)
- d) Kothari Commission of Education(1964)
- e) National education policy (1968 and 1986)
- f) Revised national education policy (1992)

#### Unit : IV Programmes for Education

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

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

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

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

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

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**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, writing, speaking and listening.
- ❖ To develop the skill of oral and written language.
- ❖ To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- ❖ To develop the Vocabulary Building and Language Problems & its Remedies
- ❖ To develop the vocabulary and language proficiency and related remedies.

**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

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

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

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

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

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

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

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

### References:

- Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
- Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
- Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.
- जैन, बनवारी लाल, सिङ्गाना, अशोक, राय, सरोज, नागर, अल्पा, (2016), शांति शिक्षा, शिक्षा प्रकाशन, जयपुर

### Semester – I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 104	Understanding Discipline and Subjects	Any one CE	4	30	70	100
BED 105	Innovative Methods					

### 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

- Meaning of discipline
- Characteristics of a discipline
- Inter- disciplinary approach

##### Unit- II Language and Disciplines

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

- 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).

### References :

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

## Semester - I

### BED 105 : Innovative Methods

### Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

### Course Contents:

#### Unit- I Concept of Innovation.

- a) Innovation : Meaning, Definition
- b) Characteristics of Innovation
- c) Methods : concept, Objective
- d) Meathods Characteristics and Utility

## Unit- II Methods of Social science

- Time line method
- Source method
- Biographical method
- Socialized Recitation method

## Unit- III Methods of Science

- Demonstration method
- Experimental/ Laboratory method
- Heuristic method
- Project method

## Unit- IV Methods of Language

- Lecture method
- Inductive and Deductive
- Supervised study method
- Brain Storming

### 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:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

### References :

- सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
- शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
- कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
- Hillard R.I. (1973), Writing for T.V. and Radio N.Y. Hastings House
- Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
- Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

### Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB101	Jain Culture and Life Value	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 Aur Mimansa, Adarsh Sahitya Sangh, Churu, 1977.
- Shastri, Kailashchandra, Jain Dharm, Bharatvarshiya Digamber Jain Sangh, UP, 1985.
- Jain, Jyoti Prasad, Religion and Culture of the Jains, Bharatiya Gyanpeeth, 1999.
- Bhaskar, Bhagchand Jain, Jain Dharma ka Maulik Itihas (Vol 1 & 2), Samyakgyan Pracharak Mandal, Jaipur, 1974.
- Shastri Nemichandra, Tirthankara Mahaveer aur Unki Acharya Parampara (Vol.I), Acharya Shantisagar Chani Granthmala, 1992.
- Samani Riju Prajna, Jain Itihas aur Sanskriti, Jain Vishva Bharati Institute, Ladnun, 2007.
- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun, 2015.
- Samani Riju Prajna, Jain Darshan ke Pramukh Siddhanta, Jain Vishva Bharati Institute, Ladnun, 2015



## 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) Choice 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.

### References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

## 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 education.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of education.

### 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- Piaget, 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 theory (Bandura)

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

- a) Teaching : concept, Nature and characteristics
- b) Variables of Teaching and their functions
- c) Factors Affecting Teaching and Teaching process
- d) Relationship between teaching and Learning
- 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 Diverse 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 be 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.

#### References:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. Beckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, councils in Education Press.
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6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
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10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.
11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
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18. Saraswathi, T. (2003) –Cross-cultural Perspective in Human Development, Sage Publication
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22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

#### 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.	<b>Skills Focused Teaching</b> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Questioning</li> <li>➤ Black Board</li> <li>➤ Reinforcement</li> <li>➤ Stimulus Variation</li> <li>➤ Communication</li> <li>➤ Personality Development etc.</li> </ul>
2.	<b>Comprehensive School Teaching</b> <ul style="list-style-type: none"> <li>➤ Demonstration Lesson Plan</li> <li>➤ Lesson based on Various Approaches Method, such as --               <ul style="list-style-type: none"> <li>○ Co-operative Learning</li> <li>○ Activities Based Approach</li> <li>○ Team Teaching</li> <li>○ Project Method</li> <li>○ Brain Storming</li> <li>○ Task Based</li> <li>○ Programme Instruction etc.</li> </ul> </li> </ul>
3.	Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids
4.	School Activities <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ Cultural</li> <li>➤ Literacy</li> <li>➤ Yoga Exercises</li> </ul>

**Learning Outcomes:** After completion of this course students would be 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
<b>BED 204</b>	Hindi	Pedagogy of a school subject (Any two) CE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

#### 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 पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास करना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत करना व निर्माण का ज्ञान करना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान करना।

- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान 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 किन्हीं दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी 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 पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।

- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न 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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3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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17. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

#### Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 205	English	Pedagogy of a school subject Any two CE	4	30	70	100

#### Objectives:

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

#### Course contents:

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

- a) Parts of speech
- b) sentence pattern, Types
- c) Tense and verb patterns
- d) Preposition
- e) Voice change

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

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

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

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

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

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

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

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

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

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

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16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
17. Willis, Jane (1997), Teaching English through English, O.U.P.

### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 206</b>	Sanskrit	Pedagogy of a school subject Any two <b>CE</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Objectives:

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

### विषय वस्तु :

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

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

#### इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

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

(द) समास – अव्ययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह

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

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

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

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
  - प्रत्यक्ष विधि
  - संग्रन्थन विधि
  - आगमन निगमन विधि
  - विश्लेषणात्मक विधि
  - अनुवाद विधि/भण्डारकर विधि
- (ब) इकाई योजना
- (स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

### सत्रीय कार्य : (किसी दो विषय पर )

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

### Learning Outcomes:

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

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### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 207	History	Pedagogy of a school subject Any two CE	4	30	70	100

#### Objectives:

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

#### Course Contents:

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

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

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

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

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

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

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

- a) Programmed instruction method.
- b) Team-Teaching

- c) Panel discussion
- d) Field trip

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

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

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

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

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## Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 208</b>	Civics	Pedagogy of a school subject Any two <b>CE</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Objectives:

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

### Course Contents:

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

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

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

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

#### Unit- III Methods of teaching Civics

- a) Lecture Method
- b) Project Method
- c) Problem Solving Method
- d) Programme Learning
- e) Team Teaching
- f) Discussion Method, Demonstration

#### Unit- IV Curriculum Planning & Activities

- a) Selection & Organization Content at Various Levels
- b) Fundamental Principles of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) Planning a Civics Studies Room

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

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

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

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

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**Semester II**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 209	Social Science	Pedagogy of a school subject Any two CE	4	30	70	100

**Objectives:**

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

**Course Contents:**

**Unit -I Meaning nature and scope of social science**

- a) Historical Development of Social Science
- b) Modern Concept, Nature and Scope of Social Science
- c) Importance of Teaching Social Science at Different Levels of Secondary
- d) Correlation of Social Science with Other School Subject
- e) Aims and Objectives of Teaching Social Science at Different Level

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

- a) Different Approaches to Organizing Social Science

- Chronological
  - Biographical
  - Concentric
- b) Characteristics of Good Text Book
  - c) Planning a Social science Room
  - d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
  - e) Planning for Teacher of Social science
    - Annual plan
    - Unit plan
    - Lesson plan

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

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

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

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

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

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

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

- ❖ Understand the need for learning social science .
- ❖ Understand the place of social science in the secondary school curriculum.
- ❖ Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ Critically examine the social science syllabus and text books.
- ❖ Develop the classroom skills needed for teaching of social science.
- ❖ Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.



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

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### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 210	Economics	Pedagogy of a school subject Any two CE	4	30	70	100

### Objectives:

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

### Course Contents:

#### UNIT-I Concept of Economics

- a) The Place of Economics in School Curriculum.

- b) Aims and Objectives of Teaching Economics at the Secondary Level
- c) Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

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

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

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

- a) Lecture Method.
- b) Project and Problem Solving Method.
- c) Discussion Method.
- d) Inductive and Deductive Method.
- e) Unit and Daily Lesson Plannings
- f) Teacher's Role and Attitude

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

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

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

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

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

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

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### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 211	Geography	Pedagogy of a school subject Any two CE	4	30	70	100

## Objectives:

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

## Course Contents:

### Unit- I Concept and Objectives

- a) Development of Geography, Modern concept and new trends of Geography.
  - Its place in schools curriculum.
  - Its importance in day to day life and International understanding
- b) Correlation of Geography with other school subjects.
- c) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

### UNIT- II Curriculum planning in Geography

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selection and organization of content according to learners level.

- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

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

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

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

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

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

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

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

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

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### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 212	Home Science	Pedagogy of a school subject Any two CE	4	30	70	100

#### Objectives:

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

#### Course Contents:

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

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

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

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

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

- a) Constructivist approach
- b) Problem solving method
- c) Project method

- d) Experimental method
- e) Dalton method and Dramatization

#### Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Diagnostic test and Remedial learning material
- e) Continuous and Comprehensive Evaluation

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

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

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

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

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

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#### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 213	Chemistry	Pedagogy of a school subject Any two CE	4	30	70	100

## Objectives:

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

## Course Contents:

### UNIT-I Nature and Scope

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

### UNIT-II Curriculum planning and activities

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

### UNIT-III Methods and approaches of teaching

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

### UNIT-IV

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

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

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper

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

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

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

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**Semester II**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 214</b>	Physics	Pedagogy of a school subject Any two CE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

**Objectives:**

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



## **Course Contents:**

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

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

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

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

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

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

### **Unit- IV Evaluation**

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

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

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

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

- ❖ Appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ Develop scientific attitude and provide training in scientific method to their student.

- ❖ Write objectives in behavioural term content analysis and content mapping .
- ❖ Develop yearly plan, unit plan and lesson plan.
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and classroom situation.

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#### Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 215	Mathematics	Pedagogy of a school subject Any two CE	4	30	70	100

#### Objectives:

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

#### Course Contents:

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

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

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

- a) Inductive vs. Deductive

- b) Analytical vs. synthesis
- c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
- d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

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

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

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

- a) Academic testing – objective vs. subjective type test.
- b) Diagnostic evaluation in mathematics.
- c) Preparation of blue print and achievement test.
- d) Preparations of standardized vs. teacher made test in mathematics.
- e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

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

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

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

- ❖ Understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ Use various approaches of teaching mathamethics and use them judiciously.
- ❖ Understand the methods of planning instruction for the classroom.
- ❖ Prepare curricular activities and organize the mathematics Laboratory.
- ❖ Appreciate and organize activities to develop aesthetics of mathematics.
- ❖ Give competence in teaching different mathematics topic effectively

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## Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 216</b>	General Science	Pedagogy of a school subject Any two CE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Objectives:

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

### Course Contents:

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

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

#### UNIT- II Aims Objectives and Curriculum

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

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

- a) Lecture method, Demonstration method
- b) Inductive-deductive method
- c) Project method, problem solving method
- d) Laboratory method, Assignment method
- e) Heuristic method

#### UNIT- IV Activities and Evaluation

- a) Science laboratory
- b) Teaching aids in General science- OHP, LCD Projector , Television.
- c) Co curricular activities, Science club, Science fair
- d) Evaluation : concept and importance
- e) Preparation of blue print and test paper construction.

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

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

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

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

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**Semester II**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 217</b>	Biology	Pedagogy of a school subject Any two <b>CE</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

**Objectives:**

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To develop understanding the principles of curriculum, planning and E-resources in Biology.
- ❖ To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.

- ❖ To aware about construction of blue print, dignostic test and remedial self learning material and conduct CCE procedure.

### **Course Contents:**

#### **Unit- I Theoritacl Perspective of Biology**

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

#### **Unit- II Curriculum and Planning**

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

#### **Unit- III Methods and Approaches**

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

#### **Unit- IV Measurement and Evaluation**

- Concept of Measurement and Evaluation
- Criteria of good Evaluation
- Preparation of Blue Print
- Dignostic test and Remedial lerning material
- Continuous and Comprehensive Evaluation in biology

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

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

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

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

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## Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 218</b>	Commercial Practice	Pedagogy of a school subject Any two CE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Objectives:

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

### Course Contents:

#### Unit - I Concept of teaching commerce

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

#### Unit - II Planning of Teaching Commerce

- a) Unit plan and daily lesson plan.
- b) Maxims of teaching.
- c) Devices of teaching commerce.
- d) Classroom observation

#### Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :

- Analytic & Synthetic method
- Socialised Recitation Method
- Team teaching
- Programmed instruction method
- Project Method

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

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

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

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

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

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

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## Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 219</b>	Book-keeping	Pedagogy of a school subject Any two CE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Objectives:

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

### Course Contents:

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

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

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

- a) Unit plan
- b) Lesson plan
- c) Annual plan
- d) Maxims and principle of classroom teaching
- e) Classroom observation

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

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

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

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

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

- Content related to subject topic
- Any one subject topic

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

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

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**Semester III**

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED301	Post Internship distribution	CC	16	160 Intership+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.

**Post Internship distribution (16 Weeks)**

Sr. No.	Contents
1.	Regular Practice Teaching including - Unit Plan and Blue Print (At least Each Subject of 25 lessons)
2.	Observation

3. **Block Teaching**
- School Admission
  - Time Table
  - Morning Assembly
  - Classroom Management
  - Organization of Various Activities
  - Physical Activities
  - Cultural Activities
  - Literary Activities
  - Yoga Exercises
  - Field Trips/Picnic
  - Conducting of Meeting
  - Maintenance of Garden/School
  - Action Research
  - Preparation of Register
  - Library Management
  - Other Work of School
  - Swachhata Abhiyan
  - S. U. P. W.
  - Education Tour
4. Final Lesson (Two teaching subject)

**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 students.
- ❖ Organize different co-curricular activities in the school.
- ❖ Prepare blue print and test paper for different classes.

#### 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, Downloading and Uploading
- c) Multimedia and its Education Uses.
- d) Mobile Banking

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

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

**Learning Outcomes:** After completion of this course students would be 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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### 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, गरुडासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन,(स्थिति, विधि, लाभ)  
 (स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी, व अनुलोम विलोम  
 (द) मुद्रा : ज्ञान मुद्रा, वीतराग मुद्रा  
 (य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधर बन्ध

**इकाई-2 प्रेक्षाध्यान**

- (अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य  
 (ब) प्रेक्षाध्यान के सहायक अंगों का संक्षिप्त परिचय एवं महत्व  
 (स) कायोत्सर्ग, अर्न्तयात्रा, 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।

**सन्दर्भ 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
20. Science of Living, Ed. Muni Mahendra Kumar

**Semester IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 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) Government Planning
- d) Role of Religious Organization

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

- Study of any one significant problem of a secondary school and prepare report detail – it's possible causes and solutions.
- Solve any one Assignment Work.
- Critically evaluate of the different activities of any one school.
- Case study of any N.G.O working in local area.

**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 :

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## website

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## Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 402	Reading & Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50

## Objectives:

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

## Course Contents:

### Unit- I Reading Comprehension

- 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 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.

**Semester-IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 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**

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

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

- Mehendi, Drawing
- Rangoli/Model Preparation
- Poster Painting

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

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

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

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

### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 404	Knowledge and Curriculum (part-A)	CC Any one	4	30	70	100
BED 405	Knowledge and Curriculum (part-B)					

#### BED 404 : Knowledge and Curriculum (part-A)

##### Objectives:

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

##### Course Contents:

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

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

##### Unit- II Bases of curriculum

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

##### Unit- III Types of curriculum

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum
- d) Hidden Curriculum

##### Unit- IV National curriculum

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

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

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

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

- ❖ Understand the concept, objective and principles of curriculum.
- ❖ Develop the idea and bases of curriculum.

- ❖ Evaluate the relevancy of curriculum.
- ❖ Describe various approaches to curriculum construction.

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### BED 405 : Knowledge and Curriculum (part-B)

#### Objectives:

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

#### Course Contents:

##### Unit- I Philosophical bases of curriculum development

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

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

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

##### Unit- III Psychological bases of curriculum development

- a) Structruralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

##### Unit- IV Educational New Trends of curriculum

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009( teacher Education)

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

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

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

- ❖ Describe various philosophical bases of curriculum
- ❖ Understand various Sociological bases of curriculum
- ❖ Acquire various psychological bases of curriculum
- ❖ Develop Educational New Trends of curriculum

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### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 406	Creating an Inclusive school	CC	4	30	70	100

### Objectives:

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

### Course Contents:

#### Unit- I Introduction to Inclusive Education

- a) Meaning, Objective , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Solution 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) Exceptional Child : Meaning and Types
- b) Mentally Retarded 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 Works: (Any Two)**

- One Assignment Work
- Write a One Article of Disabilities Child
  - Case study of disabilities child
  - Write a report of evaluation process in inclusive school

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

- ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the trends and issues in inclusive education
- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

**Suggested Readings:**

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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
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### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 407</b>	Optional Course 1. Environmental Education	Any one CE	4	30	70	100

#### **BED 407 : Environmental Education**

##### **Objectives:**

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

##### **Course Contents:**

##### **UNIT- I Concept Of Environment**

- a) Meaning , Scope, Importance
- b) Eco-System – Charecteristic Qualities
- c) Inter- Dependence In Environment
- d) Natural Resources
- e) Bio-Diversity – Scope & Threats, Preservation

##### **UNIT- II Environmental Education**

- a) Meaning, Importance and Objective
- b) Scope of Environmental Education
- c) Need for Public Awareness as a subject
- d) Muti-disciplenary Nature of Environmental Studies Curriculum Development

##### **UNIT- III Environmental Hazards and Pollution**

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Noise Pollution

##### **UNIT- IV Global Issues and Environmental Conservation**

- a) Global Issue (Global Warming, Climate Change, Deplition of Ozone Leyer and Energy Crisis)
- b) Different Aspects Related To Environmental Conservation.
- c) Environmental Preservation &Improvement (At National & International Level)
- d) National Environment Policy

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

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

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

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.

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

**संदर्भ ग्रन्थ सूची :**

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**Semester IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 408</b>	2. Health and Physical	Any one CE	4	30	70	100

**Objectives:**

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

**Course Contents:**

**Unit- I Concept of Health Education**

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and objective of Health education.
- d) General Exercises in school.

**Unit- II Environment and Science of Living and Yoga**

- a) Importance of water to life and our environment.
- b) Science of Living and yoga.
- c) Role of Individual in improvement of sports environment.
- d) Physical and physiological benefits of exercise on children.

**Unit- III Physical Education, Balanced Diet and First Aid**

- a) Meaning and Importance of physical Education
- b) Balanced Diet and Nutrition : Macro and Micro Nutrients
- c) First Aid

**Unit- IV History of Volleyball & Kabbadi**

- a) Historical Development of Volleyball
- b) Measurement and Rule of Volleyball

- c) Historical Development of Kho-Kho
- d) Measurement and Rule of Kabbadi

#### Assignment & Practical Works:

- Write a Term paper on a topic given in the course
- Skill of any one Team Game of choice from the given List

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

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise.

#### Suggested Readings:

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#### Semester IV

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

#### Objectives:

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

#### Course Contents:

##### Unit- I Basics of Guidance

- 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.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
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9. भाटिया, के. के., (2006), मार्गदर्शन एवं परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली
10. शर्मा, आर. ए., चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल. बुक डिपो, मेरठ
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### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 410	4. Distance Education	Any one CE	4	30	70	100

#### Objectives:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ To provide an efficient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

#### Course Contents:

##### Unit-I Theoretical Prospective of Distance Education

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

##### Unit-II Scenario of Distance Education Institutes

- a) State wise situation of Distance Education Institutes in India.
- b) Objectives of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

##### Unit-III Essential Elements of Developing in Distance Education

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television projects in Distance education.

##### Unit-IV Counseling for Distance Learners

- a) Organizing counseling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) Distance Learners and Counseling

#### Assignment & Practical Works:

- Write any one term paper on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

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

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.
- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

#### Suggested Readings:

1. Datt, Rudder (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House

3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

#### Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

#### विषय वस्तु:

##### इकाई : प्रथम – काव्य के घटक तत्त्व

- (अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद
- (ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।
- (स) रस का स्वरूप, रस के अवयव, श्रृंगार रस, हास्य रस, करुण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।
- (द) छन्द-दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

##### इकाई : द्वितीय – शिक्षण विधियों का परिचय

- (अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।
- (ब) वाचन विधि
- (स) व्याख्या विधि
- (द) अनुवाद विधि

##### इकाई : तृतीय – व्याकरणिय घटक

- (अ) अनुवाद : अर्थ एवं प्रकार
- (ब) शब्द शक्तियों के भेद, उदाहरण
- (स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार
- (द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

##### इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :-

- (अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
- (ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
- (स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
- (द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

### सत्रीय कार्य (निम्न में से कोई दो)

- कक्षा सातवीं की पुस्तक 'बाल-महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच-पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रेप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

### Learning Outcomes: इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

### सन्दर्भ ग्रन्थ :

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

### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.2 English	Any one CE	4	30	70	100

#### Objectives:

- ❖ To acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ To develop Understanding of English text
- ❖ To apply the Content knowledge through preparing lesson plan in English Language
- ❖ To explain the idea of assessment of English teaching
- ❖ To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

#### Course Contents:

##### Unit- I Language production and phonology

- a) Language acquisition
- b) Organs of speech
- c) Elements of Speaking
- d) Phonology sound system: Vowel, Diphthongs and Consonants)

##### Unit -II Understanding Language Text

- a) Text book Vs Reference books
- b) Analysis of a Text book
- c) Quality of good text book

##### Unit-III Lesson plan and teaching learning materials (TLM)

- a) Strategies : Language games, Puzzles, role playing.
- b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

##### Unit-IV Assessment of English Language

- a) Diagnostic Evaluation
- b) Remedial instruction
- c) Errors in English (Oral vs. Witten)
- d) Types of test in English teaching(Subjective Vs Objective types)

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

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.
- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.( Vowels (12), Diphthongs (8) and Consonants (24)

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

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language

- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

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1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras: Orient Longman Ltd.
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13. Richards J, C. and Rodgers.T.S (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
14. Roach, Peter, (1991), English Phonetics and Phonology. Cambridge, C.U.P.
15. Thomson, A.J. and Martinet (1998), A Practical English Grammar, ELBS, O.U.P.
16. Venkateshwaran, S (1995), Principles of Teaching English, Vikas Publishing House Pvt. Ltd., Delhi
17. Willis, Jane (1997), Teaching English Through English, O.U.P.

### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.3 Sanskrit	Any one CE	4	30	70	100

### Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

### विषयवस्तु :

इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।

- a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
- b) प्रत्यया – क्त, क्तवतु, शतृ, शानच्, तुमुन्, अनीयर, ष्वुल, क्त्वा, ल्यप्, तरप्, तमप्।
- c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
- d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

### इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।

- कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्गविकार। कर्मणा यमभिप्रैति स संप्रदानम्, रुच्वर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधारेऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।
- छन्दा – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।
- अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

### इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।

- भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार।
- महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।
- गद्य काव्य कवि – दण्डी एवं बाणभट्ट।
- नाट्य कवि – कालिदास एवं भवभूति।

### इकाई – चतुर्थ – शिक्षण विधियाँ।

- दण्डान्वय विधि
- खण्डान्वय विधि
- स्वाध्याय निर्देशित पद्धति
- स्पष्टीकरण विधि

### सत्रीय कार्य एवं प्रायोगिक कार्य– (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

### Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.4 History	Any one CE	4	30	70	100

#### Objectives:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

#### Course Contents:

##### Unit- I Concept and Revolution of National Freedom

- a) Concept of History
- b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
- c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen)
- d) The Russian Revolution of 1917

##### Unit- II Historical perspectives of ancient period.

- a) Political and economic history from the mauryan to the gupta period.
- b) Issue in social history, Including caste and class.
- c) A history of Vedic & Jainism Religious. (A brief review).
- d) A history of Shaivism & Buddhism religious. (A brief review).

##### Unit- III Historical perspectives of medieval and modern India.

- a) Structure of agrarian relation in the 16<sup>th</sup> 17<sup>th</sup> centuries.
- b) Architecture & political system during Vijay nagar period.
- c) Ideas and practices of the bhakti-sufi saints.
- d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

##### Unit- IV Historical perspectives of modern India.

- a) East India Company, Revenue Settlement's.
- b) Representations of 1857.
- c) The Nature of Gandhian politics.
- d) Industrial revolution.

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

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy



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

- ❖ Understand ancient history on the basis of political, social and economic conditions.
- ❖ Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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**Semester IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.5 Civics	Any one CE	4	30	70	100

**Objectives:**

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

**Course Contents:**

**Unit- I Political Thought**

- a) Socialism
- b) Marxism
- c) Gandhism
- d) Dr.Bheem Rao Ambedakar

**Unit- II Indian Constitution & Political Involvement**

- a) Indian Constitution
- b) Democracy
- c) Political Group
- d) Political socialization

**Unit- III Political Problems and Organization**

- a) Terrorism, political crime, corruption
- b) International organization (DAKSHE, SARK, U.N.O.)
- c) Election commission of India
- d) NCW (National commission for women)

**Unit- IV Current Political Scenario**

- a) Recent governing member and central, state level ministry
- b) Fundamental rights and duties
- c) Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- d) President, Prime Minister, Governor, Chief Minister

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

- One Assignment Worksolve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.

- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

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

- ❖ Identify political views among students.
- ❖ Acquaint the content knowledge of political science.
- ❖ Comprehend the dynamic political status and issues of our country.
- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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**Semester IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.6 Social Science	Any one CE	4	30	70	100

**Objectives:**

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.
- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

**Course Contents:**

**Unit-1 Meaning and Concept of Sociology**

- a) Development of Sociology
- b) The meaning of Sociology
- c) Subject matter of Sociology
- d) Sociology and Social Science

**Unit -II Society**

- a) Society - Meaning and Need
- b) Social group- Meaning and Types [Primary and Secondary]
- c) Community- Meaning, Characteristics Concept of community
- d) Marriage- Aims and Types of Hindu marriage

**Unit -III Social Change in Indian Society**

- a) Social change
- b) Family
- c) Cast and class- meaning and Changes in Caste and Class
- d) Regionalism

#### Unit -IV Indian Social Problems

- Culture-definition, Characteristics, Lack of Culture
- Communalism
- Poverty
- Corruption

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

- Write an article on current Social issue.
- Prepare Assignment Workany two subject topic.
- Prepare a case study of Any one local problem.

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

- Understand Social Science on the basis of political, social and economic conditions.
- Develop the idea of Society, Social group, Community Marriage.
- Acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- Evaluate the Indian Social Issue.

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#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.7 Economics	Any one CE	4	30	70	100

#### Objectives:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.

- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

### **Course Contents:**

#### **Unit- I Meaning and Concept of Micro and Macro Economics**

- a) Micro Economics
- b) Macro Economics
- c) Concept of National Income

#### **Unit- II Demand and Supply and Money**

- a) Basic concept of Demand and supply
- b) Consumer Equilibrium
- c) Definition of Money, Its Function
- d) Functions of Commercial Bank
- e) Functions of Central Bank

#### **Unit- III Indian, Foreign Trade and Economics Planning**

- a) Indian Foreign Trade - Direction and Trends
- b) Concept of Globalization, Privatization and Liberalization
- c) Economic Planning in India
- d) Poverty in India
- e) Unemployment in India

#### **Unit- IV Method and Evaluation in Economics**

- a) Programmed Instruction Methods
- b) Team Teaching
- c) Computer assisted Instruction (CAI)
- d) Lecture cum Demonstration Method
- e) Evaluation in Economics

#### **Assignment & Practical Works:**

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

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

- ❖ Help the students to acquire the basic understanding in the field of Economics.
- ❖ Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Enable ability to organize group activities and projects in the subject.
- ❖ Understand to use of various methods of teaching Economics.
- ❖ Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Develop in the students appropriate attitudes towards the country's Economy.

- ❖ Develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.8 Geography	Any one CE	4	30	70	100

#### Objectives:

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

#### Course Contents:

##### Unit- I Motion of the Earth

- a) Latitudes, Longitudes
- b) Interior of the Earth
- c) Origin of continents and oceans, sudden movements
- d) Atmosphere, Composition, Insulation, Pressure belts, winds
- e) Ocean Currents and Tides

## Unit- II Indian Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

## Unit-III Rajasthan Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

## Unit- IV Practical Work in Geography

- a) Definition, Scope and Development of Cartography
- b) Technique, Materials, Tools of Map Making
- c) Map
- d) Scale
- e) Representation of Statistical Data

### Assignment & Practical Works:

- Assignment Workany two topic subject related
- Any two map making

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

- ❖ Understand the modern concept of Geography.
- ❖ Describe aims and objectives of teaching Geography.
- ❖ Prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ Prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ Critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ Apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ Arrange field trips and local surveys.
- ❖ Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

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11. सिंह, सविन्द्र, भू-आकृति विज्ञान, वसुन्धरा प्रकाशन, गोरखपुर

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#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.9 Home Science	Any one CE	4	30	70	100

#### Objectives:

- ❖ To understand the Concept, Nature and scope of Home Science.
- ❖ To explore different ways of creating learning situations for different concepts of Home Science.
- ❖ To facilitate the development of scientific attitude in learner.
- ❖ To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ To stimulate curiosity, skills and creativity in Home Science.

#### Course Contents:

##### Unit- I Development and Childhood Care

- a) Home Science Education : Meaning, Definition & Scope, History and Objectives
- b) Concept of Human Development & Growth
- c) Life span stages and Types of Development
- d) Reproductive health and Child Care

##### Unit- II Nutrients and Dietary Management

- a) Food : Definition, functions and classification
- b) Nutrients and their composition, sources and functions
- c) Balanced diet with nutrition for pregnancy and different stages of development
- d) Methods of cooking for healthy food
- e) Dietary management during different diseases

##### Unit- III Resource Management and Clothing

- a) Resource Management, Budgeting, Saving and Investment in family
- b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- d) Fashion Terminology and Fashion cycle

##### Unit- IV Housing and Women

- a) House planning and furnishing
- b) Financial and legal consideration for housing
- c) Consumer Aids and consumer protection
- d) Women Empowerment : Guidance and Counseling ; Welfare Organizations

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

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a project related to various community problems
- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

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

- ❖ Understand the Concept, Nature and scope of Home Science.
- ❖ Explore different ways of creating learning situations for different concepts of Home Science.
- ❖ Facilitate the development of scientific attitude in learner.
- ❖ Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ Stimulate curiosity, skills and creativity in Home Science

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1. Choudhary, M. & Mogra R. (1999), A Manual on Human Nutrition, Department of Food and Nutrition, College of Home Science, Udaipur
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10. सिरोही, सरिता (1997), आधुनिक गृह विज्ञान भाग – 2, कक्षा 12वीं, फ्रैंकी पब्लिशिंग हाउस, नई दिल्ली

### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.10 Chemistry	Any one CE	4	30	70	100

### Objectives:

- ❖ To gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To solve different problems related with the content of chemistry.
- ❖ To know importance and use of course content.
- ❖ To plan, equip and organize chemistry practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situations.
- ❖ To develop scientific attitude and provide training in scientific method to their students.



## Course Contents:

### Unit- I Chemical Properties

- Chemical Equation
- Chemical Equilibrium
- Types of Chemical Reactions
- Acid and Base
- Chemical Change

### Unit- II Metal and Non Metals

- Metal
- Nonmetal
- Chemical Properties of Metal
- Hydrogen
- Water

### Unit- III Carbon

- Bonding in Carbon
- Saturated and Unsaturated Carbon Compound
- Nomenclature of Carbonic Compound
- Chemical Properties of Carbon Compound
- Coal and Petroleum

### Unit- IV Periodic Table

- Periodic Table and Atoms
- Atoms and Molecules
- Atomic Mass and Mole Concept
- Atomic Models
- Isotopes and Isobars

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

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments useful at secondary level.

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

- ❖ Gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of chemistry.
- ❖ Know importance and use of course content.
- ❖ Plan, equip and organize chemistry practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situations.
- ❖ Develop scientific attitude and provide training in scientific method to their students

### Suggested Readings:

1. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

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5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.11 Physics	Any one CE	4	30	70	100

#### Objectives:

- ❖ To gain the knowledge of concepts of physics.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To able for solving different problems related with the content of physics.
- ❖ To plan, equip and organize physics practical in the laboratory.

#### Course Contents:

##### Unit- I Electric field

- a) Electric charge
- b) Conductor and non conductor
- c) Charge through induction
- d) Characteristics of electric charge
- e) Coulomb's law

##### Unit- II Optics

- a) Mirror reflection, refraction
- b) Spherical mirror
- c) Total internal reflection
- d) Lens
- e) Power of lens

##### Unit- III Characteristics of matter

- a) Elasticity of solids
- b) Stress
- c) Pressure
- d) Viscosity
- e) Surface energy and surface tension

## Unit- IV Gravitation and Energy

- Gravitation
- Work
- Energy
- Power
- Sound

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

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

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

- ❖ Gain the knowledge of physics for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of physics.
- ❖ Plan, equip and organize physics practical in the laboratory

### Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.12 Mathematics	Any one CE	4	30	70	100

### Objectives:

- ❖ To gain the knowledge of Mathematics.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To solve various types of mathematical problems

### Course Contents:

#### Unit- I Number System

- Irrational numbers
- Real numbers and their decimal expansions
- Operation on real numbers
- Laws of exponents for real number
- Fundamental theorem of arithmetic

## Unit- II Plane Geometry

- a) Angles and lines at a point
- b) Angles made by a transversal with two lines
- c) Classification of triangles on the basis of sides and angles
- d) Square, Rectangle and Circle
- e) Congruence of triangles

## Unit- III Algebra

- a) Linear equations (in two variables )
- b) Polynomials in one variable
- c) Zeros of a polynomial
- d) Factorization of polynomial
- e) Quadratic equation

## Unit- IV Trigonometry

- a) Introduction
- b) Trigonometric ratio
- c) Trigonometric ratio of various angles
- d) Surface area
- e) Statistics –mean, mode , median

## Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic.

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

- ❖ Gain the knowledge of Mathematics.
- ❖ Know the different methods for solve mathematical problems.
- ❖ Understand the mathematics formulas and use them appropriately.
- ❖ Solve various types of mathematical problems

## Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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## Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.13 General Science	Any one CE	4	30	70	100

### BSE 710 : 5.4. General Science

#### Objectives:

- ❖ To develop knowledge of General Science for secondary and Senior Secondary level
- ❖ To improve various skills of student teachers in practical work
- ❖ To understand the practical and theoretical description of various content
- ❖ To solve different problems related with the content of science
- ❖ To make student teachers to know importance and use of course content
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situation.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

#### Course Contents:

##### Unit- I Matter in Our Surroundings

- a) Matter
- b) States of matter
- c) Change in state of matter
- d) Mixture and solution
- e) Physical and chemical changes

##### Unit- II Atoms and Molecules

- a) Laws of chemical combination
- b) Molecule
- c) Atom
- d) Chemical formula
- e) Mole concept

##### Unit- III Motion

- a) Displacement
- b) Velocity
- c) Acceleration
- d) Force
- e) Laws of motion

##### Unit- IV Atomic Structure

- a) Atomic structure
- b) Chemical bonding (Ionic bond and covalent bond)
- c) IUPAC nomenclature
- d) Periodic table
- e) Acid - base concept

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

- Preparations of term paper based on any above topic
- Solve an examination question paper

- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

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

- ❖ Gain the knowledge of General Science for secondary and Senior Secondary level
- ❖ Improve various skills of student teachers in practical work
- ❖ Understand the practical and theoretical description of various content
- ❖ Different problems related with the content of science
- ❖ Make student teachers to know importance and use of course content
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situation.
- ❖ Develop scientific attitude and provide training in scientific method to their students.

**Suggested Readings:**

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
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10. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
12. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा

#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.14 Biology	Any one CE	4	30	70	100

**Objectives:**

- ❖ To understand the various concepts related to Biology.
- ❖ To facilitate the development of Scientific Temper in learner.
- ❖ To provide critical and analytical knowledge to student teacher.
- ❖ To enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

## Course Contents:

### Unit- I Growth and Development

- a) Cell structure and cell cycle (Mitosis, Meiosis).
- b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
- c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.
- d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

### Unit- II Reproduction and Genetics

- a) Reproduction : Types, System, Procedure and Reproductive health issues in animals
- b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer
- c) Embryology - Stages and Growth, Organogenesis and Test tube baby
- d) Biotechnology : Recombinant DNA technology, Gene mapping

### Unit- III Physiology and Regulation

- a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation
- b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)
- c) Regulation in Animals : Nervous system, Endocrine system

### Unit- IV Biodiversity and New Trends

- a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.
- b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
- c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
- d) New Trends and contribution of Eminent Indian Scientist in Biology

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

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper
- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness campaign in school

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

- ❖ Understand the various concepts related to Biology.
- ❖ Facilitate the development of Scientific Temper in learner.
- ❖ Provide critical and analytical knowledge to student teacher.
- ❖ Enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ Develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ Stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

### Suggested Readings:

1. Gregaie, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.

2. Nair, P. K. G., Hegde, M. J., Prabhu, S. G. (1998), A Text book of Biology (Vol.2), Himalaya Publishing House, Mumbai
3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Dernandes, Anita (2004), Biology, Boscops Publications, Mangalore
5. Scott, Peter Physiology and Behaviour of Plants, John Wiley & Son's Ltd. West Sussex, England.
6. "जीव विज्ञान" पाठ्य पुस्तकें कक्षा 11 एवं 12 : राष्ट्रीय शैक्षिक एवं अनुसंधान परिषद्, नई दिल्ली
7. शुक्ल, बी. आर. के. व रस्तोगी, सुधा (1994), मानव उद्विकास, सुलभ प्रकाशन, लखनऊ

#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
<b>BED 411</b>	5. Additional Course (Any one) 5.15 Commercial Practice	Any one CE	4	30	70	100

#### Objectives:

- ❖ To help the students to acquire the basic understanding in the field of commerce education.
- ❖ To develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ To impart knowledge about the methods and devices of teaching.
- ❖ To develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ To develop commercial efficiency among students.

#### Course Contents:

##### Unit- I Business Organization

- a) Nature and aims of Business organization.
- b) Forms of business organization, public private and global.
- c) Business service and emerging modes of business.
- d) Social and economic issues and concerns of the present day Indian society.
- e) Business organization, finance and types of business.

##### Unit- II Nature of Management

- a) Meaning and nature of management
- b) Level of management
- c) Co-ordination
- d) Principle of management

##### Unit- III Environment of Business Organization

- a) Meaning and importance of environment of business organization.
- b) Planning-meaning, importance and process
- c) Organization-concept, importance and types
- d) Staffing, need, process, Resource

##### Unit- IV Direction

- a) Concept and importance of direction
- b) Supervision
- c) Motivation
- d) Leadership



- e) Communication
- f) Control

#### Assignment & Practical Works:

- Content related to subject topic.
- Analysis two or article from news paper, T.V., Radio or Journal related business organization and management.

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

- ❖ Able to help the students to acquire the basic understanding in the field of commerce education.
- ❖ Develop the ability to sensitise and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ Impart knowledge about the methods and devices of teaching.
- ❖ Develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ Develop commercial efficiency among students

#### References:

1. Marvin Philip (971), Multiplying Management Effectiveness American Management Association, U.S.A.
2. Nolakha, Dr. R.L. (2011), Principles of Management, Ramesh Book Depot. Jaipur
3. Prasad, L.M. (2005), Principles and Practice of Management, Sultan Chand & Sons, New Delhi
4. Tripathi, P.C. (2005)] Personal Management and Industrial Relation, Sultan Chand & Sons, New Delhi
5. अग्रवाल, अग्रवाल, कोठारी (2006-07), वित्तीय प्रबन्धन, रमेश बुक डिपो, जयपुर
6. अग्रवाल, विजय, सुरोलिया (2001-02), व्यावसायिक बजटन, रमेश बुक डिपो, जयपुर
7. एन.सी.ए.आई.बी., वित्तीय प्रबन्धन, इंडियन इंस्टीट्यूट ऑफ बैंकिंग एण्ड फाइनेन्स, नई दिल्ली
8. ओझा, डोसी, जैन, मेहता (2002), वित्तीय प्रबंधन, अजमेरा बुक कम्पनी, जयपुर
9. शर्मा, एन.एन., शर्मा, आर.के, गुप्ता शशी के. (2006), वित्तीय प्रबन्धन, कल्याणी पब्लिशर्स, लुधियाना
10. साध्वी, मोहन कुमारी, साध्वी प्रेमलता (2004) व्यवसाय प्रबन्धन के सूत्र और आचार्य भिक्षु की मर्यादाएं, आदर्श साहित्य संघ प्रकाशन, चुरू

#### Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.16 Book-keeping	Any one CE	4	30	70	100

#### Objectives:

- ❖ To acquire the basic understand of teaching of Book-keeping and Accountancy.
- ❖ To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ To develop the ability to critically evaluate the existing school curriculum of Book-keeping.
- ❖ To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ To apply appropriate methods and devices of teaching Particular topics for Book-keeping.
- ❖ To prepare achievement and diagnostic Tests.
- ❖ To develop necessary skill in preparation of using various teaching aids.

## **Course Contents:**

### **Unit- I Meaning and concept of Book-keeping and Accountancy**

- a) Meaning and Theory Base of Book-keeping and Accountancy
- b) Recording of Business Transactions
- c) Bank Reconciliation statement: need and Preparation
- d) Trial balance and Rectification of Errors
- e) Depreciation, Provision and Reserves
- f) Bill of Exchange.

### **Unit- II Company Accounts**

- a) Meaning, characteristics, classification of company
- b) Capital structure of a company
- c) Disclosure of share capital in company's balance sheet
- d) Issue of shares, process of issue of shares
- e) Debenture-issue and redemption

### **Unit- III Financial Statements of a Company**

- a) Meaning, nature, objectives and type of financial statements
- b) Characteristics, importance, and format of balance sheet
- c) Analysis of financial statements
- d) Accounting ratios
- e) Cash flow statement

### **Unit- IV Accounting for Partnership**

- a) Meaning and basic concepts
- b) Reconstitution of partnership-Admission of partner
- c) Reconstitution of partnership-Death and retirement of partner
- d) Dissolution of partnership firm

### **Assignment & Practical Works:**

- Content related to subject topic.
- Analysis news items from news Paper, T. V, Radio etc to write a report on Accountancy / banking related issues and concern of the present day Indian Society.

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

- ❖ Able to acquire the basic understand of teaching of Book-keeping and Accountancy.
- ❖ Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ Develop the ability to critically evaluate the existing school curriculum of Book-keeping.
- ❖ Impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ Able to apply appropriate methods and devices of teaching Particular topics for Book-keeping.
- ❖ Prepare achievement and diagnostic Tests.
- ❖ Apply necessary skill in preparation of using various teaching aids.

**References:**

1. Jain, Khandelwal, Pareek (2009), Book-keeping and Accountancy, Ajmera Book Company, Jaipur
2. Jain, S.P. Narang L.K. (2005), Cost Accountancy, Kalyani Publishers, New Delhi
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4. Maheshwari, S. N., Maheshwari S. K. (2008), Problem and Solution in Advanced Accountancy Vol. II, Vikas Publishing House Private Limited Noida, U.P.
5. Shukla, M.C. Grewal, T.S. Gupta S.C. (2000) Advanced Accountancy, Vol. I, S. Chand & Company, New Delhi
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12. शुक्ला, एम.सी. ग्रेवाल, टी. एस., गुप्ता एम.पी., अग्रवाल बी. एम., एडवांस एकाउण्टेन्स, एस. चन्द एण्ड कम्पनी लि. नई दिल्ली