

Syllabus

DEPARTMENT OF EDUCATION
BACHELOR OF EDUCATION (B. Ed.)
Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

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

Ladnun-341306 (Raj.)

2025

Price: Rs.

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

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 were 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 will 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
Total	30 marks

- 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	Introduction to Jainism	FC	4	30	70	100
		Total	20	150	350	500

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					
BED 219	Book-keeping					
		Total	20	120	380	500

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 301	Gender, School and Society	CC	4	30	70	100
BED 302	Reading& Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50
BED 303	Drama & Arts in Education (EPC)	CC	2	15	35 Practical & Viva Voce	50
BED 304	Knowledge and Curriculum (part-A)	Any one CC	4	30	70	100
BED 305	Knowledge and Curriculum (part-B)					
BED 306	Creating an Inclusive school	CC	4	30	70	100
BED 307	Optional Course 1. Environmental Education	Any one CE	4	30	70	100
BED 308	2. Health and Physical					
BED 309	3. Guidance and Counseling					
BED 310	4. Distance Education					
BED 311	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					
		Total	20	150	350	500

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

B. Ed.

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 401	Post Internship	CC	16	160 Internship+ 120+120=240 Practical (Final Lesson in two school subjects)		400
JVB 401	Critical Understanding of ICT	FC	2	15 Practical	35	50
JVB 402	Yoga and Preksha Meditation	FC	2	15 Practical	35	50
		Total	20	30	470	500

Semester - I

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept, methods & applications of Educational Psychology.
- ❖ To know the implication of Educational Psychology for school education.
- ❖ To know the concept of Growth & Development.
- ❖ To know the concept and developmental dimensions of childhood.
- ❖ To plan various activities to fostering imagination, creativity & interests at school level.
- ❖ To know about various aspect related to Cognitive, Emotional & Social development of learner.
- ❖ To aware about various activities for personality development & balanced mental health of a learner.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.

Course Contents:

UNIT-I Educational Psychology and Development

- Educational Psychology : Concept, Methods & Applications
- Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- Indian Psychology : Concept and its implication
- Growth & Development
- Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- Childhood : Its concept & characteristics
- Childhood : Physical, Mental, Emotional, Social & Moral Development
- Childhood : Dimensions to fostering Imagination, Memory & Creativity
- Childhood : Activities for Personality Development
- Childhood : Language Development

UNIT-III Adolescence and Its Development

- Adolescence : Its Meaning & Characteristics
- Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- Adolescence : Activities for Personality Development
- Adolescence : Related Problems & Remedies
- Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

- Personality : Concept, Types & Measurement
- Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- Creativity : Meaning, Development & Measurement
- Adjustment : Concept, Process & Mechanism
- Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

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

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4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
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12. मंगल, एस.के.,(2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
13. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
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15. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली
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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

Learning Outcomes: After completion of this course the student teacher will able :

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

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 Indians 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)
- g) NEP-2020

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

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the nature and use of language.
- ❖ To develop the idea of Multilingualism in class room teaching.
- ❖ To create the sense of language and its flavor.
- ❖ To inculcate language skills among trainees.
- ❖ To evaluate skills creative writing and expression.
- ❖ To acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ To develop ornamental use of vocabulary in different curriculum.

Course Contents:

Unit -I Language acquisition and development

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

Unit -II Language Skills

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

Unit -III Language & Classroom Interaction

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

Unit-IV Vocabulary Building and Language Problems & its Remedies

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

Assignment & Practical Works: (Any Two)

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

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand language of various discipline.
- ❖ To develop expression of various language areas.
- ❖ To acquire scientific study of language phonetics.
- ❖ To know the scientific idea of science education.
- ❖ To apply the thought of social science language in their day today life.
- ❖ To develop interdisciplinary approach of language (Hindi/Sanskrit/English).

Course Contents:**Unit- I Language and Disciplines**

- a) Meaning of discipline
- b) Characteristics of a discipline
- c) Inter- disciplinary approach

Unit- II Language and Disciplines

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

Unit- III Social Science and Discipline

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

Unit- IV Science and Disciplines

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

Assignment & Practical Works: (Any Two)

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

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.
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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop knowledge of various innovative methods.
- ❖ To understand the idea of methods.

Course Contents:

Unit- I Concept of Innovation.

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

Unit- II Methods of Social science

- a) Time line method
- b) Source method
- c) Biographical method
- d) Socialized Recitation method

Unit- III Methods of Science

- a) Demonstration method
- b) Experimental/ Laboratory method
- c) Heuristic method
- d) Project method

Unit- IV Methods of Language

- a) Lecture method
- b) Inductive and Deductive
- c) Supervised study method
- d) 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

References :

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y. Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. 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 (Introduction to Jainism)	FC	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop understanding about Jain Ethics & Conduct.
- ❖ To acquire knowledge of Jain way of life.

Course Contents:

Unit I: Jain History

1. Antiquity of Jainism (*Risabha and Mahavira*)
2. Time cycle
3. Jain religious Schools, Orders, and Sects
4. Jain Festival
5. Jain Literature

Unit II: Jain Metaphysics

6. Concept of Reality
7. Cosmology: Jain Perspective
8. The Nine Truths of Classical Jainism
9. Jain life style
10. Salvation and way of it

Unit III: Jain Principal

11. Non-violence
12. Non-possession
13. Non-absolutism

Unit IV: Jain Principal

14. Syadvada
15. Karmavada
16. Jain Meditation

Reference Books

- Acharya Mahaprajna. Jaina Darsana: Manana Aura Mimamsa, Adarsh Sahitya Sangh, Churu,
- Jain Dharma, By Pt. Kailash Chand Jain
- Jain Darshan, By Pt. Kailash Chand Jain
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihasa aura sanskriti, By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimamsa aura Achara Mimamsa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester - II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish 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 & Rubrics & Portfolio Evaluation
- d) National Curriculum Fram Work – 2023 NCERT
- e) 360° Assessment
- f) Holistic Progress Card

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 Work with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measurement. 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. & Saccuzzo D.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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To acquire knowledge and understanding of learning and Teaching.
- ❖ To understand the theories of learning.
- ❖ To develop the skill of active engagement of students in teaching learning activity.
- ❖ To investigate differences and connections between learning in school and learning outside school.
- ❖ To inculcate the knowledge of teaching and its process.
- ❖ To understand learners, learning process and school.

Course Contents:

Unit -I Basics of Learning

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

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

- a) Trial and Error theory
- b) Classical conditioning theory
- c) Operant conditioning theory
- d) Insight theory of Learning
- e) Social Learning 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.

References:

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

- | Sr. No. | Contents |
|---------|---|
| 1. | Skills Focused Teaching <ul style="list-style-type: none">➤ Introduction➤ Questioning➤ Black Board➤ Reinforcement➤ Stimulus Variation➤ Communication➤ Personality Development etc. |
| 2. | Comprehensive School Teaching <ul style="list-style-type: none">➤ Demonstration Lesson Plan➤ Lesson based on Various Approaches Method, such as --<ul style="list-style-type: none">○ Co-operative Learning○ Activities Based Approach○ Team Teaching○ Project Method○ Brain Storming○ Task Based○ Programme Instruction etc. |
| 3. | Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids |
| 4. | School Activities <ul style="list-style-type: none">➤ Physical➤ Cultural➤ Literacy➤ Yoga Exercises |

Semester-II

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

अधिगम उपलब्धि :

- ❖ 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 कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

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

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

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

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

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

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

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

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

सत्रीय कार्य – (किसी दो विषय पर)

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

सन्दर्भ ग्रन्थ सूची :

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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।
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6. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
7. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
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9. भाई, योगेन्द्रजीत, (2007), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
10. नाथ, देवेन्द्र, राष्ट्र भाषा हिन्दी की समस्याएँ एवं समाधान।
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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know about various basic application 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 apply different teaching skills in the class room.
- ❖ To develop lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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

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Semester II

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

अधिगम उपलब्धियाँ :

- ❖ 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, एचोऽयवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
 - हल् सन्धि – स्तोः श्चुर्नोश्चुः, 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।

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the Student teacher to understand the nature, scope and importance of learning history at secondary.
- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To develop knowledge about the basic principle governing the construction of history curriculum and develop the ability history curriculum and develop the ability to organize Co-curricular activities and community resources for promoting history learning.
- ❖ To develop classroom skills needs for applying 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 needed for 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 20th Century at your locality based on interview
- One Assignment Work on any topic related with above Unit.

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Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the concept, nature & scope of civics.
- ❖ To understand the aims and objectives of teaching civics.
- ❖ To prepare unit plans and lesson plans for different classes.
- ❖ To apply appropriate methods and techniques of teaching civics.
- ❖ To develop competencies in teaching of civics.

Course Contents:

Unit- I Theoretical Perspective of Civics Teaching

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

Unit- II Planning of teaching & Evaluation

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

Unit- III Methods of teaching Civics

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

Unit- IV Curriculum Planning & Activities

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

Assignment & Practical Works: (Any Two)

- Write an essay on any political problem.
- One Assignment Worksolve.
- A critical study of Any one aspect of the constitution or one of its amendments.

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

References :

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the student teacher to appreciate the need for learning social science .
- ❖ To help them to understand the place of social science in the secondary school curriculum.
- ❖ To develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills needed for teaching of social science.
- ❖ To develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ To acquire the ability to develop instructional support materials.
- ❖ To review the text –book of social science (secondary level).

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 Workany two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

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13. Whitehead, D. J. (ed.); Handbook for Economics Teachers, Heinemann Education Books, London, 1975

Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 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.

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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like as 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.
- ❖ To analyze school syllabus of the subject in relation to its applicability in local situations.

Course Contents:

Unit- I Theoretical Perspective of Home Science

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

Unit- II Planning, Curriculum & Evaluation

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

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

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

Unit- IV Measurement and Evaluation

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

Assignment & Practical Works: (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/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

References:

1. Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
2. Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
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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

Learning Outcomes: After completion of this course the student teacher will able:

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

Course Contents:

UNIT-I Nature and Scope

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

UNIT-II Curriculum planning and activities

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

UNIT-III Methods and approaches of teaching

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

UNIT-IV

- 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.

References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
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Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

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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

Learning Outcomes: After completion of this course the student teacher will able:

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

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

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

Unit- II Methods and approaches of teaching mathematics.

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

Unit- III Planning for instruction and curriculum.

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

Unit- IV Evaluation in teaching mathematics:

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

Assignment & Practical Works: (Any Two)

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

References :

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2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
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6. नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
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Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

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

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.

References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
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5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
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8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
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10. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
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12. नेगी जे. एस., (2007), भौतिकी शिक्षण, विनोद पुस्तक मंदिर, आगरा
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Semester II

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

Learning outcomes: After completion of this course the student teacher will able :

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To understand the principles of curriculum, planning and E-resources in Biology.
- ❖ To know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To construct Blue Print, Diagnostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoretical Perspective of Biology

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

Unit- II Curriculum and Planning

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

Unit- III Methods and Approaches

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

Unit- IV Measurement and Evaluation

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

Assignment & Practical Works: (Any Two)

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

References:

- 1 Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
- 2 Grear, T. L., The Teaching of Biology in Secondary Schools.
- 3 Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
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- 7 Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
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Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To help the student 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.,

References :

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

Semester II

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 scope of Book–keeping and Accountancy

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

Unit - II Planning of Teaching Book-keeping and Accountancy

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

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

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

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

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

Assignment & Practical Works: (Any Two)

- Content related to subject topic
- Any one subject topic

References :

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

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)

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

Learning Outcomes: After completion of this course the students will able:

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

Course Contents:

Unit - I MS Office

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

Unit - II Internet and Multimedia

- E-mail, Chat
- Searching, Downloading and Uploading
- Multimedia and its Education Uses.
- 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.

References:

- Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
- Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
- Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
- Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
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- Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
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- Thompson, James, J.; Instructional Communication, Van Nostrand Reinhold Co. New Jersey, 1969
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- मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
- सिंह, मया शंकर, 2007, शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली-110002

Semester III

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

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।

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To understand the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship, 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.

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7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
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10. वास्तव अजना (2016), महिला शिक्षा तथा कानून राखी प्रकाशन आगरा 2016

website

1. www.gender.com.ac.uk.
2. www.genderstudies.org.
3. www.genderparadigm.com/publication/html

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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).

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

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)

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.
- ❖ To evaluate the relevancy of curriculum.
- ❖ To describe various approaches to curriculum construction.

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.

Referances :

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यालयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
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11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
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15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

BED 405 : Knowledge and Curriculum (part-B)

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop various philosophical bases of curriculum
- ❖ To develop 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) Structuralism 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.

References :

1. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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12. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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) Soluation and challenge of Inclusive Education
- d) ICT Material of Inclusive Education

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

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

Unit- III Exceptional Child and Special Educational

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

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

- a) Speech Defective Childern
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Childern
- e) Guidance of Exceptional Childern
- f) Special School (Building Co-curricular Activities)

Assignment & Practical 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

Suggested Readings:

1. Ahuja.A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learning Based approach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
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Semester IV

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

BED 407 : Environmental Education

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the problems Concerning Environment through multi disciplinary approach.
- ❖ To make the students in the schools environmentally conscious.
- ❖ 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.
- ❖ To create Environment Consciousness among the adult learners.
- ❖ To use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ To conduct local surveys, arrange field trips Environmental games and hobbies.

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.

संदर्भ ग्रन्थ सूची :

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Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- Meaning of Health education.
- Environmental factor which promote and affect In Health.
- Importance and objective of Health education.
- General Exercises in school.

Unit- II Environment and Science of Living and Yoga

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

Unit- III Physical Education, Balanced Diet and First Aid

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

Unit- IV History of Volleyball & Kabbadi

- Historical Development of Volleyball
- Measurement and Rule of Volleyball
- Historical Development of Kho-Kho
- 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

Suggested Readings:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
3. पाराशर, गीता एवं कुमार सुनील (2014), स्वास्थ्य शिक्षा तथा मनोरंजन।
4. सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
5. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बाथोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the basic concept, Nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To understand the importance of educational and vocational guidance.
- ❖ To understand the role and responsibilities of guidance workers in school.
- ❖ To understand the Nature and Types of guidance service & with reference to school education.
- ❖ To understand the concept, Nature and Types of counseling.

Course Contents:

Unit- I Basics of Guidance

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

Unit- II Basics of Counseling

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

Unit- III Area of Guidance

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

Unit- IV Guidance Services

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

Assignment & Practical Works: (Any Two)

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

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.
6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi
8. जायसवाल, सीताराम (2006), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर, आगरा
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
11. सिंह, रामपाल, उपाध्याय, राधावल्लभ (2004), शैक्षिक एवं व्यवसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा

Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

Suggested Readings:

1. Datt, Ruddar (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
BED 411	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

अधिगम उपलब्धि : इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

उद्देश्य :

- ❖ 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 व्याकरणीय 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, शृंगार 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 – व्याकरणीय 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।

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, सक्सैना, 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
BED 411	5. Additional Course (Any one) 5.2 English	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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)

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1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor (2000), Teaching English as Second Language, Longman.
4. Brumfit, C.J. (1984), Communicative Methodology in Language Teaching, Cambridge: C.U.P.
5. CoUins cobuild English Grammar (2000), Harper Collins Publisher, India,
6. Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
7. Hornby, A.S. (1998), Guide to Patterns and Usage in English O.U.P
8. Lado, Robert (1971), Language Teaching, New Delhi, Tata McGraw Hill Publishing House Co. Ltd.
9. Leech, Geoffrey and Svartvik, Jan (2000), Communicative Grammar of English Cambridge C.U.P.
10. Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
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12. Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
13. Richards J, C. and Rodgers.T.S (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
14. Roach, Peter, (1991), English Phonetics and Phonology. Cambridge, C.U.P.
15. Thomson, A.J. and Martinet (1998), A Practical English Grammar, ELBS, O.U.P.
16. Venkateshwaran, S (1995), Principles of Teaching English, 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

अधिगम उपलब्धियाँ :

- ❖ 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।

- संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
- प्रत्यया – क्त, क्तवतु, शतृ, शानच्, तुमुन्, अनीयर, ण्वुल्, क्त्वा, ल्यप्, तरप्, तमप्।
- अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
- 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, रूच्यर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधारोऽधिकरणम्, 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।

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5. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
6. मिश्र, इन्द्रभूषण (2004), संस्कृत व्याकरण, ऐवरग्रीन पब्लिकेशन्स (इंडिया)
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15. शर्मा, प्रभा, (2006), संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

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

Unit- II Historical perspectives of ancient period.

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

Unit- III Historical perspectives of medieval and modern India.

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

Unit- IV Historical perspectives of modern India.

- East India Company, Revenue Settlement's.
- Representations of 1857.
- The Nature of Gandhian politics.
- 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

Reference:

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6. गुप्ता, पार्थ सार्थी (2004), ब्रिटेन का इतिहास, दिल्ली विश्वविद्यालय
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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) 5.5 Civics	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

References:

1. आर. सी. अग्रवाल, राजनीति शास्त्र के मूल आधार, एस. चाँद एण्ड कम्पनी, नई दिल्ली
2. ऐ. सी कपूर, राजनीतिक विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
3. कुबेर, डब्ल्यू. एन. भीमराव अम्बेडकर, सूचना और प्रसारण मंत्रालय, भारत सरकार
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5. जैन, पुखराज, राजनीति शास्त्र के मूल आधार, साहित्य भवन पब्लिकेशन, आगरा
6. बी. एल. फड़िया, राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाऊस, जयपुर
7. मिश्रा, महेन्द्र (2008), नागरिक शास्त्र शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर
8. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 व 12 की पुस्तकें
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10. सिंह, रामपाल (2004), शिक्षा एवं उदीयमान भारतीय समाज, विनोद पुस्तक मंदिर, आगरा
11. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. एन. नागिया प्रकाशन

Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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, Castism, 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

- a) Culture-definition, Characteristics, Lack of Culture
- b) Communalism
- c) Poverty
- d) 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.

References:

1. Devi, Shakuntala (1999), Caste System in India, Pointer Publishers, Jaipur
2. Kooiman, Dick (1989), Conversion and Social Equality in India, Manohar Publication, New Delhi
3. Robinson, W. Peter (1996), Social Group and Identities, Butter worth-Heinemann Linacre House, Jorden Hill, Oxford.
4. Sharma, K. L. (1994), Social Stratification and Mobility, Rawat Publication, Jaipur
5. Sharma, K. L. (1995), Social One Quality in India.
6. Sharma, K. L. (1995), Caste and Class in India., Rawat Publication, Jaipur
7. Srinivas, M. N. (1998), Caste in Modern India, Printed in India, Bombay
8. वर्मा, ज्योति, (2007), सामाजिक समस्याएँ, डिस्कवरी पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली
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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) 5.7 Economics	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

References:

1. Datt. Ruddar, Sundharam, K. M. (2006), Indian Economy, S. Chand & Company Ltd., New Delhi
2. Lawson, Tony (1997), Economics and Reality, Rout Ledge, London and New York
3. Rasure, K. A. (2009), Economics and Business Environment, Avinash Paper Backs, Delhi
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8. खण्डेला, मानचन्द (2007), भारतीय अर्थ व्यवस्था की चुनौतियाँ अरिहन्त पब्लि. हाऊस, जयपुर
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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Work any two topic subject related
- Any two map making

References:

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2. Bradshaw, M.J. Abbott., A.J. and Gelstrophe, A.P. "The Earth" Shnanging Surface.
3. Cotter, C.H., The Physical Geography of the Oceans.
4. Easter book, D.J., Principles of Geomorphology.
5. Savindra Singh, Physical Geography English, Pragya Pustak Bhawan, Allahabad.
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7. कौशिक, एस. डी. (1998), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
8. कौशिक, एस. डी. रावत डी.एस. (2015), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
9. मामोरिया, चतुर्भुज, भारत का भूगोल, साहित्य भवन पब्लिकेशन, आगरा
10. शर्मा, जे.पी. (2014), प्रयोगात्मक भूगोल की रूपरेखा, रस्तोगी पब्लिकेशनन्स, मेरठ
11. सिंह, सविन्द्र, भू-आकृति विज्ञान, वसुन्धरा प्रकाशन, गोरखपुर
12. सिंह सविन्द्र, पर्यावरण भूगोल, प्रयाग पुस्तक भवन, इलाहाबाद
13. सिंह, जगदीश, सिंह कामेश्वर नाथ, पटेल, रामबस (1989), भारत एवं समीपवर्ती देश, ज्ञानोदय प्रकाशन, गोरखपुर

Semester IV

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

Learning Outcomes: After completion of this course the students-teacher will able:

- ❖ 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

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3. Jelliffe D. B. (1966), The assessment of the Nutritional Status of the Community, WHO Monograph Service No. 53, WHO Geneva.
4. NIN (1998), Dietary Guidelines for Indians & A Manual National Institute of Nutrition, Hyderabad.
5. Nickell, P. & Darsey, J. M. (1967), Management in Family Living, John Wiley and Son's, Inc.
6. पारीक, आशा (1988), बाल विकास एवं पारिवारिक सम्बन्ध, कॉलेज बुक डिपो, एस. एल. प्रिन्टर्स, जयपुर
7. भार्गव, बेला (1998), गृह प्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा, यूनिवर्सिटी बुक हाउस, जयपुर
8. वर्मा, प्रमिला (1993), वस्त्र विज्ञान एवं परिधान, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल
9. शैरी, जी. पी. (1995), पोषण एवं आहार विज्ञान, विनोद पुस्तक मंदिर, आगरा
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
BED 411	5. Additional Course (Any one) 5.10 Chemistry	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

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
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 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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9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
13. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
14. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the knowledge of physics 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 able for solving different problems related with the content of physics.
- ❖ 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 Electric field

- Electric charge
- Conductor and non conductor
- Charge through induction
- Characteristics of electric charge
- Coulomb's law

Unit- II Optics

- Mirror reflection, refraction
- Spherical mirror
- Total internal reflection
- Lens
- Power of lens

Unit- III Characteristics of matter

- Elasticity of solids
- Stress
- Pressure
- Viscosity
- 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.

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. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
4. भौतिकी, (2014) भाग 2, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, 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
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

8. Semester IV

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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the knowledge of Mathematics for Secondary and Senior Secondary level.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To make student teachers speed and accuracy for solving different mathematical questions.
- ❖ To encourage student teachers in the development of mathematical interest.
- ❖ To solve various types of mathematical problems
- ❖ To develop mathematical attitude and provide training in preparing various teaching aids in mathematics.

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

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

Unit- III Algebra

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

Unit- IV Trigonometry

- Introduction
- Trigonometric ratio
- Trigonometric ratio of various angles
- Surface area
- 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.

Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. गणित, (2014), कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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5. गणित, (2014), कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. गणित, (2014), कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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9. रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

Semester IV

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

BSE 710 : 5.4. General Science

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the 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

- Matter
- States of matter
- Change in state of matter
- Mixture and solution
- Physical and chemical changes

Unit- II Atoms and Molecules

- Laws of chemical combination
- Molecule
- Atom
- Chemical formula
- Mole concept

Unit- III Motion

- Displacement
- Velocity
- Acceleration
- Force
- Laws of motion

Unit- IV Atomic Structure

- Atomic structure
- Chemical bonding (Ionic bond and covalent bond)
- IUPAC nomenclature
- Periodic table
- 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.

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
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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
BED 411	5. Additional Course (Any one) 5.14 Biology	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

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

Unit- II Reproduction and Genetics

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

Unit- III Physiology and Regulation

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

Unit- IV Biodiversity and New Trends

- Neo Darwinism, Palentological & Morphological evidences, Hardy-winberg law.
- Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
- Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
- 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

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, Boscoss Publications, Mangalore
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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
BED 411	5. Additional Course (Any one) 5.15 Commercial Practice	Any one CE	4	30	70	100

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

References:

1. Marvin Philip (1971), 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
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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

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.

References:

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