

B.Ed. (Bachelor of Education): Syllabus Revision in 2018-19.

| S. No | Course Code | Session 2017-18 | Session 2018-19 | Remark Syllabus Change/ new course |
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| | B.Ed.101 | <p>Childhood and Growing up Unit I : Role of Psychology to understand the child</p> <ul style="list-style-type: none"> • Psychology: Meaning, nature and branches of psychology. • Methods of psychology: case study and experimental. Education Psychology: • Meaning, nature, scope, educational implication of psychology in new era. • Child psychology: meaning, concept. <p>Unit II : Multi Dimensional Development</p> <ul style="list-style-type: none"> • Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical • Theories of development : <ul style="list-style-type: none"> (a) Piaget’s vgotsky cognitive development (b) Freud’s psycho-sexual development (c) Erikson’s psycho social development (d) Kohlberys gilligan’s moral development (e) Bandura’s social developments <p>Unit III : Child Growing up</p> <ul style="list-style-type: none"> • Childhood: Meaning, concept and characteristics, effects of family, school, neighbourhood and community on development of a child • Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media. • Personality: concept and nature, theories of personality, assessment of personality • Individual differences : concept, areas (with special educational | <p>Childhood and Growing up Unit I : Role of Psychology to understand the child</p> <ul style="list-style-type: none"> • Psychology: Meaning, nature and branches of psychology. • Methods of psychology: case study and experimental. Education Psychology: • Meaning, nature, scope, educational implication of psychology in new era. • Child psychology: meaning, concept. <p>Unit II : Multi Dimensional Development</p> <ul style="list-style-type: none"> • Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical • Theories of development : <ul style="list-style-type: none"> (a) Piaget’s vgotsky cognitive development (b) Freud’s psycho-sexual development (c) Erikson’s psycho social development (d) Linguistic development (e) Kohlberys gilligan’s moral development (f) Bandura’s social developments (g) Gessel’s maturation theory <p>Unit III : Child Growing up</p> <ul style="list-style-type: none"> • Childhood: Meaning, concept and characteristics, effects of family, school, neighbourhood and community on development of a child • Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media. • Personality: concept and nature, theories of personality, assessment of personality • Individual differences : concept, areas (with special educational needs concept) and educational | Syllabus Revise |

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| | | <p>needs concept) and educational implication</p> <p>Unit IV : Learning to Learn</p> <ul style="list-style-type: none"> • Concept and beliefs about learning:- Defining misconception. Brain's role in learning. • Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov). Gestalt, Cognitive and Field theory. Information processing theory, Social constructive approach. Types of learning by Gagne. • Motivation:- Concept and Maslow's literacy need theory. Creating and maintaining a productive classroom Environment:- Dealing with misbehavior. Multi-culturalism. Changing roles and responsibilities in contemporary Indian Society with regarding educational psychology. <p>Unit V : Psychological Attributes of an individual</p> <ul style="list-style-type: none"> • Intelligence: Meaning, types of intelligence – social, emotional and spiritual intelligence, theory of intelligence. Gardner's Multi intelligence theory. Measurement of intelligence. Creativity – meaning, components, ways of enhancing creativity, relation with intelligence and other factors. Measurement of creativity. Higher Level thinking skills – critical thinking, reasoning, problem solving, decision making. | <p>implication</p> <ul style="list-style-type: none"> • Stress: meaning, types and coping strategies with special reference to personality of adolescent <p>Unit IV : Learning to Learn</p> <ul style="list-style-type: none"> • Concept and beliefs about learning:- Defining misconception. Brain's role in learning. • Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov). Gestalt, Cognitive and Field theory. Information processing theory, Social constructive approach. Types of learning by Gagne. • Motivation:- Concept and Maslow's literacy need theory. Creating and maintaining a productive classroom Environment:- Dealing with misbehavior. Multi-culturalism. Changing roles and responsibilities in contemporary Indian Society with regarding educational psychology. <p>Unit V : Psychological Attributes of an individual</p> <ul style="list-style-type: none"> • Intelligence: Meaning, types of intelligence – social, emotional and spiritual intelligence, theory of intelligence. Gardner's Multi intelligence theory. Measurement of intelligence. Creativity – meaning, components, ways of enhancing creativity, relation with intelligence and other factors. Measurement of creativity. Higher Level thinking skills – critical thinking, reasoning, problem solving, decision making. • Socialization and mental health: Process of Socialization – Group dynamics – Theory of Kurl lewing's. Leadership and its styles (Kimble young). Social prejudice. Mental Health- Common problems related to child- Attention deficit hyperactivity disorder (ADHD). Depression, Learning disabilities, dealing with a problematic child. | |
| B.Ed.102 | <p>Contemporary India and Education Unit I : Education as an Evolving Concept</p> <ul style="list-style-type: none"> • Education: Meaning, concept and nature. Ancient to present | <p>Contemporary India and Education Unit I : Education as an Evolving Concept</p> <ul style="list-style-type: none"> • Education: Meaning, concept and nature. Ancient to present | <p>Contemporary India and Education Unit I : Education as an Evolving Concept</p> <ul style="list-style-type: none"> • Education: Meaning, concept and nature. Ancient to present | Syllabus Revise |

education as an organized and institutionalized form, formal and state sponsored activities.

- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit II : Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, concept, levels with special reference to Individual Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and

Unit III : Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens. Directive principles for state and constitutional values of Indian constitution.
- Education and politics. Constitutional vision related to aims of education. Peace Education, Role of Education. School and Teachers as agents for imparting culture. Education and Development. Education and Industrialization.

Unit IV : Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education

education as an organized and institutionalized form, formal and state sponsored activities.

- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit II : Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, concept, levels with special reference to Individual Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness. Youth dissatisfaction, Moral crises.

Unit III : Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens. Directive principles for state and constitutional values of Indian constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics. Constitutional vision related to aims of education. Peace Education, Role of Education. School and Teachers as agents for imparting culture. Education and Development. Education and Industrialization.

Unit IV : Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education Commission – 1946-48. Secondary

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| | | <p>Commission – 1946-48. Secondary Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986.</p> <ul style="list-style-type: none"> Rammurthy Committee (1990). Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005. NKC-2006. NCFTE-2009. RTE-2010. SSA, MLL, RMSA, CCE, Navodaya Vidyalaya. Kasturba Gandhi Balika Vidyalaya. Model School. <p>Unit V : Innovative Practices</p> <ul style="list-style-type: none"> Concept, Need of innovation in view of technological and social change. Obstacles in innovation. Role of Education in bringing innovations. Education through interactive mode of teaching: Computer, Internet. Tally and Video-conferencing. Eduset, Smart Class Room. Role of E-learning. E-content, E-magazines and E-journals. E-library. | <p>Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986.</p> <ul style="list-style-type: none"> Rammurthy Committee (1990). Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005. NKC-2006. NCFTE-2009. RTE-2010. SSA, MLL, RMSA, CCE, Navodaya Vidyalaya. Kasturba Gandhi Balika Vidyalaya. Model School. <p>Unit V : Innovative Practices</p> <ul style="list-style-type: none"> Concept, Need of innovation in view of technological and social change. Obstacles in innovation. Role of Education in bringing innovations. Education through interactive mode of teaching: Computer, Internet. Tally and Video-conferencing. Eduset, Smart Class Room. Role of E-learning. E-content, E-magazines and E-journals. E-library. Yoga Education. Life Skill Education. Education and Competence in life regarding social inclusion. | |
| B.Ed.103 | Language across the Curriculum | <p>Unit I: Nature of Language and functions</p> <ul style="list-style-type: none"> Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language. <p>Unit II: Types of Language and difference</p> <ul style="list-style-type: none"> Home language (mother tongue) and school language/second language (ii) Formal and informal language (iii) Oral and written language – meaning, principles, objectives, importance, relation, differences. <p>Unit III: Theoretical speech of oral and writing Language</p> <ul style="list-style-type: none"> Oral aptitude in language. Theoretical speech of oral | <p>Language across the Curriculum</p> <p>Unit I: Nature of Language and functions</p> <ul style="list-style-type: none"> Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language. <p>Unit II: Types of Language and difference</p> <ul style="list-style-type: none"> Home language (mother tongue) and school language/second language (ii) Formal and informal language (iii) Oral and written language – meaning, principles, objectives, importance, relation, differences. <p>Unit III: Theoretical speech of oral and writing Language</p> <ul style="list-style-type: none"> Oral aptitude in language. Theoretical speech of oral | Syllabus Revise |

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| | | <p>aptitude, development of oral expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation</p> <p>Unit IV: Language Skills-I</p> <ul style="list-style-type: none"> • Language skills– (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance <p>Unit V: Language Skills-II</p> <ul style="list-style-type: none"> • Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude. • Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. • Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading. | <p>aptitude, development of oral expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation</p> <p>Unit IV: Language Skills-I</p> <ul style="list-style-type: none"> • Language skills– (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance, co-relation, methods and techniques. Language laboratory – need, importance, advantage, use in teacher’s training. <p>Unit V: Language Skills-II</p> <ul style="list-style-type: none"> • Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude. • Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. • Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading. | |
| B.Ed.104 | | <p>Understanding Disciplines and Subjects</p> <p>Unit I : Meaning and concept of disciplinary knowledge</p> <ul style="list-style-type: none"> • The Nature and role of disciplinary knowledge in the school curriculum • Relationship of disciplinary area with school subject. • Difference between disciplines & Interdisciplinary Subject <p>Unit II : School Subjects on Disciplines-I</p> | <p>Understanding Disciplines and Subjects</p> <p>Unit I : Meaning and concept of disciplinary knowledge</p> <ul style="list-style-type: none"> • The Nature and role of disciplinary knowledge in the school curriculum • Relationship of disciplinary area with school subject. <p>Difference between disciplines & Interdisciplinary Subject</p> <p>Unit II : School Subjects on Disciplines-I</p> <ul style="list-style-type: none"> • Impact of School Subjects on | Syllabus Revise |

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| | <ul style="list-style-type: none"> • Impact of School Subjects on Disciplines: Social Science: Methods: Lecture method, Project method, Supervised study, Story Telling, Biographical, Source Method, Brain storming Dramatization. Co-operative Learning, Experiential Learning. <p>Unit III : School Subjects on Disciplines-II</p> <ul style="list-style-type: none"> • Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit. Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving. Co-operative Learning. Group Discussion & Panel Discussion, Micro-Macro teaching. • Mathematics: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and laboratory methods. <p>Unit IV : School Subjects on Disciplines-III</p> <ul style="list-style-type: none"> • Language: Story, Novel, Poetry, Personal Essay, pen Portrait, Travelogue Self Narration, Talk. • Meaning of Social cultural perspective in context of Universal education <p>Unit V : Process and framing of disciplines and subjects</p> <ul style="list-style-type: none"> • Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content • Practical Knowledge, Community & Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum | <p>Disciplines: Social Science: Methods: Lecture method, Project method, Supervised study, Story Telling, Biographical, Source Method, Brain storming Dramatization. Co-operative Learning, Experiential Learning.</p> <p>Unit III : School Subjects on Disciplines-II</p> <ul style="list-style-type: none"> • Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit. Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving. Co-operative Learning. Group Discussion & Panel Discussion, Micro-Macro teaching. • Mathematics: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and laboratory methods & techniques of Teaching Mathematics: Questioning, Brain storming, Role playing, Simulation. Non formal techniques of learning Mathematics. <p>Unit IV : School Subjects on Disciplines-III</p> <ul style="list-style-type: none"> • Language: Story, Novel, Poetry, Personal Essay, pen Portrait, Travelogue Self Narration, Talk. • Redefinition of the school subject with concern to social justice • Meaning of Social cultural perspective in context of Universal education <p>Unit V : Process and framing of disciplines and subjects</p> <ul style="list-style-type: none"> • Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content • Practical Knowledge, Community & Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum • Creativity development of learning through horticulture and hospitality | |
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| | B.Ed.105 | <p>Creating an Inclusive School</p> <p>Unit I : Paradigms in Education of Children with Special Needs</p> <ul style="list-style-type: none"> • Historical perspectives and contemporary trends approaches of viewing disabilities: • Concept of special education, integrated education and inclusive education; Philosophy of inclusive education. <p>Unit II : Legal and Policy Perspectives-I</p> <ul style="list-style-type: none"> • RTE Act, 2009. • National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986. • POA (1992); Education in the National Policy on Disability, 2006. <p>Unit III : Legal and Policy Perspectives-II</p> <ul style="list-style-type: none"> • Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); • MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs. • Community based education. <p>Unit IV : Inclusive Practices in Classrooms for All-I</p> <ul style="list-style-type: none"> • Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. <p>Unit V : Inclusive Practices in Classrooms for All-II</p> <ul style="list-style-type: none"> • Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory | <p>Creating an Inclusive School</p> <p>Unit I : Paradigms in Education of Children with Special Needs</p> <ul style="list-style-type: none"> • Historical perspectives and contemporary trends approaches of viewing disabilities: • The charity model, the bio centric model, the functional model and the human rights model • Concept of special education, integrated education and inclusive education; Philosophy of inclusive education. <p>Unit II : Legal and Policy Perspectives-I</p> <ul style="list-style-type: none"> • RTE Act, 2009. • National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986. • POA (1992); Education in the National Policy on Disability, 2006. <p>Unit III : Legal and Policy Perspectives-II</p> <ul style="list-style-type: none"> • Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); • MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs. • Community based education. <p>Unit IV : Inclusive Practices in Classrooms for All-I</p> <ul style="list-style-type: none"> • School's readiness for addressing learning difficulties • Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. <p>Unit V : Inclusive Practices in Classrooms for All-II</p> <ul style="list-style-type: none"> • Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory | Syllabus Revise |
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| | | teaching, etc. | teaching, etc. <ul style="list-style-type: none"> Documentation, record keeping and maintenance. | |
| B.Ed.106 | Reading and Reflecting on Text Unit I: Engaging with narrative and descriptive account <ul style="list-style-type: none"> The selected texts could include stories on chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories. Unit II: Engaging with narrative and descriptive expository writing <ul style="list-style-type: none"> The selected texts could include articles, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subject, within which different texts could be read by different pairs of student teachers. Unit III: Engaging with Journalistic & Educational writing <ul style="list-style-type: none"> The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly. Selected texts here could be drawn from the wide range of popular educational writing in the form of well written essays. Unit IV: Engaging with Educational writing <ul style="list-style-type: none"> Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly. | Reading and Reflecting on Text Unit I: Engaging with narrative and descriptive account <ul style="list-style-type: none"> The selected texts could include stories on chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories. Unit II: Engaging with narrative and descriptive expository writing <ul style="list-style-type: none"> The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subject, within which different texts could be read by different pairs of student teachers. Unit III: Engaging with Journalistic & Educational writing <ul style="list-style-type: none"> The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly. Selected texts here could be drawn from the wide range of popular educational writing in the form of well written essays. Unit IV: Engaging with Educational writing <ul style="list-style-type: none"> Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly. Unit V: Engaging with subject related | Syllabus Revise | |

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| | | <p>Unit V: Engaging with subject related reference books</p> <ul style="list-style-type: none"> The student teachers should work in groups divided according to their subjects. Within these groups, pairs of the student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. | <p>reference books</p> <ul style="list-style-type: none"> The student teachers should work in groups divided according to their subjects. Within these groups, pairs of the student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. | |
| B.Ed.201 | | <p>Unit I : Learning and Teaching Process</p> <ul style="list-style-type: none"> Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching, Difference of training and instruction from teaching. Learning: Meaning, Nature, Factors affecting learning and types of learning. Relationship between teaching and learning, Resource and their development for promoting teaching – learning process. <p>Unit II : Source of Effective Teaching Learning</p> <ul style="list-style-type: none"> Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander’s interaction analysis system) Instructional objectives in terms of bloom’s taxonomy. Programming learning: Concept, principles and types of programme learning. Concept of micro teaching, various teaching skills. <p>Unit III : Educational Technology</p> <ul style="list-style-type: none"> Educational Technology: Meaning, importance and approaches Model of teaching : Meaning, Assumptions and Fundamental elements of a model of a teaching suchman’s inquiry training model. <p>Unit IV : New Trends in teaching learning due to technological innovation</p> <ul style="list-style-type: none"> Analysis and organization learning in diverse class room: Issues and concerns. Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, | <p>Unit I : Learning and Teaching Process</p> <ul style="list-style-type: none"> Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching, Difference of training and instruction from teaching. Learning: Meaning, Nature, Factors affecting learning and types of learning. Relationship between teaching and learning, Resource and their development for promoting teaching – learning process. Tradition and changes in view of the learning process a shift from teaching and learning. <p>Unit II : Source of Effective Teaching Learning</p> <ul style="list-style-type: none"> Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander’s interaction analysis system) Instructional objectives in terms of bloom’s taxonomy. Programming learning: Concept, principles and types of programme learning. Concept of micro teaching, various teaching skills. <p>Unit III : Educational Technology</p> <ul style="list-style-type: none"> Educational Technology: Meaning, importance and approaches Model of teaching : Meaning, Assumptions and Fundamental elements of a model of a teaching suchman’s inquiry training model. Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication. <p>Unit IV : New Trends in teaching learning</p> | Syllabus Revise |

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| | | <p>Group discussion, Brain storming – issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background.</p> <p>Unit V : Teaching as profession:</p> <ul style="list-style-type: none"> • Ethics of teaching, professional growth of a teacher. • Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher. • Need of Professional enrichment of teachers. • | <p>due to technological innovation</p> <ul style="list-style-type: none"> • Analysis and organization learning in diverse class room: Issues and concerns. • Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming – issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background. <p>Unit V : Teaching as profession:</p> <ul style="list-style-type: none"> • Ethics of teaching, professional growth of a teacher. • Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher. • Need of Professional enrichment of teachers. • Professional ethics and its development. | |
| B.Ed. 202 | | <p>Unit I : Concept of Knowledge</p> <ul style="list-style-type: none"> • Meaning and Nature of knowledge • Sources of attainment of knowledge in schools with special references of Society, Culture and modernity <p>Unit II : Distinction in Educational Special Concept</p> <ul style="list-style-type: none"> • Distinctions between – Knowledge and skills • Teaching and Training • Knowledge and information <p>Unit III : Facts of Knowledge</p> <ul style="list-style-type: none"> • Different facts of knowledge and relationship such as- • Local and Universal • Concrete and Abstract • Theoretical and Practical <p>Unit IV : Concept of curriculum</p> <ul style="list-style-type: none"> • Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools • Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato. <p>Unit V : Factor & Types of Curriculum</p> <ul style="list-style-type: none"> • Factors influencing curriculum • Various types of curriculum – Subject centered, Experience | <p>Unit I : Concept of Knowledge</p> <ul style="list-style-type: none"> • Meaning and Nature of knowledge • Sources of attainment of knowledge in schools with special references of Society, Culture and modernity <p>Unit II : Distinction in Educational Special Concept</p> <ul style="list-style-type: none"> • Distinctions between – Knowledge and skills • Teaching and Training • Knowledge and information • Reason and belief <p>Unit III : Facts of Knowledge</p> <ul style="list-style-type: none"> • Different facts of knowledge and relationship such as- • Local and Universal • Concrete and Abstract • Theoretical and Practical • School and Out of School (With an emphasis on understanding special attributes of school knowledge) <p>Unit IV : Concept of curriculum</p> <ul style="list-style-type: none"> • Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools • Philosophical, Psychological, | Syllabus Revise |

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| | | centered, Activity centered, Child centered, and craft centered | Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato. Unit V : Factor & Types of Curriculum <ul style="list-style-type: none"> • Difference between curriculum and syllabus • Factors influencing curriculum • Various types of curriculum – Subject centered, Experience centered, Activity centered, Child centered, and craft centered | |
| B.Ed.203(1) | <p>Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal period. Importance of Art in Life and Education Principles of Art.</p> <p>Unit II : Aims and Elements of Art Aims and objective of teaching Art. Elements of Art Art & Society (a) Stages of Development in Child Art (b) Principles of curriculum construction at secondary level Qualities of Good Poster Design – its meaning & types Colour – Types and effects Importance of Colours in life Elements of Good Landscape Appreciation of Art</p> <p>Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation with other school subjects Six limbs of Indian Art (Shadanga) Importance of Field trips and Excursions in Art The importance of Exhibitions & Competitions in encouraging creative expression among students</p> <p>Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher</p> | <p>Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal period. Importance of Art in Life and Education Principles of Art.</p> <p>Unit II : Aims and Elements of Art Aims and objective of teaching Art. Elements of Art Art & Society (a) Stages of Development in Child Art (b) Principles of curriculum construction at secondary level Qualities of Good Poster Design – its meaning & types Colour – Types and effects Importance of Colours in life Elements of Good Landscape Appreciation of Art</p> <p>Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation with other school subjects Six limbs of Indian Art (Shadanga) Importance of Field trips and Excursions in Art The importance of Exhibitions & Competitions in encouraging creative expression among students</p> <p>Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher</p> | | |

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| | | <p>Methods of teaching art</p> <p>Lecture cum Demonstration method</p> <p>Direct Observation method</p> <p>Method of imagination and free expression</p> <p>Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral</p> <p>Importance of art Room and its requirements.</p> <p>Unit V : Planning of Art Teaching</p> <p>Micro teaching</p> <p>Yearly, Unit & Lesson planning to teach:</p> <p>Still life, Design, Landscape, Composition, Poster</p> | <p>Methods of teaching art</p> <p>Lecture cum Demonstration method</p> <p>Direct Observation method</p> <p>Method of imagination and free expression</p> <p>Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral</p> <p>Importance of art Room and its requirements.</p> <p>Unit V : Planning of Art Teaching</p> <p>Micro teaching</p> <p>Yearly, Unit & Lesson planning to teach:</p> <p>Still life, Design, Landscape, Composition, Poster</p> | |
| B.Ed.203(2) | <p>Pedagogy of Civics</p> <p>Unit I : Nature and Scope of Civics</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. • Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. • A study of instructional objectives with special reference of new bloom’s taxonomy and statement of objectives in behavioural terms. • Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach <p>Unit II : Teaching Models and Methods</p> <ul style="list-style-type: none"> • Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model • Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method • Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning. • Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. | <p>Pedagogy of Civics</p> <p>Unit I : Nature and Scope of Civics</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. • Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. • A study of instructional objectives with special reference of new bloom’s taxonomy and statement of objectives in behavioural terms. • Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach <p>Unit II : Teaching Models and Methods</p> <ul style="list-style-type: none"> • Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model • Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method • Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning. • Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. | | |

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| | <p>Unit III : Role of Teaching</p> <p>3.1 a. Teacher as an agent of social change in multicultural multilingual Society.</p> <p>b. Teacher as a facilitator.</p> <p>c. Qualities and professional growth of a Civics Teacher to face challenges of present era.</p> <p>d. Teacher as a Reflective Practitioner and a Researcher.</p> <p>3.2 Learning Resources:</p> <p>a. Print Media</p> <p>b. Electronic Media</p> <p>c. Multi Media</p> <p>d. Visuals</p> <p>3.3</p> <p>a. Use of community resources</p> <p>b. Civics resources center</p> <p>c. Co-Scholastic activities based on school curriculum</p> <p>d. Civics club</p> <p>Unit IV : Political Structure and Content Analysis</p> <p>4.1 Local, State and National Political Structure in India:</p> <p>a. Education for Citizenship.</p> <p>b. Political Science in the global context.</p> <p>c. Human right / Child right / Woman's right</p> <p>d. Peace and conflict resolution.</p> <p>e. Educational technology and political science (Civics)</p> <p>f. Gender issue in civics</p> <p>g. Content Analysis of Civics</p> <p>Textbooks of Secondary level</p> <p>4.2 Use of Library and other instructional materials</p> <p>Unit V : Assessment and Evaluation</p> | <p>Unit III : Role of Teaching</p> <p>3.1 a. Teacher as an agent of social change in multicultural multilingual Society.</p> <p>b. Teacher as a facilitator.</p> <p>c. Qualities and professional growth of a Civics Teacher to face challenges of present era.</p> <p>d. Teacher as a Reflective Practitioner and a Researcher.</p> <p>3.2 Learning Resources:</p> <p>a. Print Media</p> <p>b. Electronic Media</p> <p>c. Multi Media</p> <p>d. Visuals</p> <p>3.3</p> <p>a. Use of community resources</p> <p>b. Civics resources center</p> <p>c. Co-Scholastic activities based on school curriculum</p> <p>d. Civics club</p> <p>Unit IV : Political Structure and Content Analysis</p> <p>4.1 Local, State and National Political Structure in India:</p> <p>a. Education for Citizenship.</p> <p>b. Political Science in the global context.</p> <p>c. Human right / Child right / Woman's right</p> <p>d. Peace and conflict resolution.</p> <p>e. Educational technology and political science (Civics)</p> <p>f. Gender issue in civics</p> <p>g. Content Analysis of Civics</p> <p>Textbooks of Secondary level</p> <p>4.2 Use of Library and other instructional materials</p> <p>Unit V : Assessment and Evaluation</p> | |
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| | | <p>5.1 Evaluation in Civics:</p> <p>a. Preparation of challenging assignments.</p> <p>b. Criteria for assessing written and practical work in Civics.</p> <p>5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner’s profile, Open book exams. Learner’s portfolio.</p> | <p>5.1 Evaluation in Civics:</p> <p>a. Preparation of challenging assignments.</p> <p>b. Criteria for assessing written and practical work in Civics.</p> <p>5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner’s profile, Open book exams. Learner’s portfolio.</p> | |
| | B.Ed. 203(3) | <p>Pedagogy of Home Science</p> <p>Unit I : Nature, Scope and Objective</p> <p>Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.</p> <p>Unit II : Teaching Methods of Home Science</p> <p>a. Micro teaching skills relevant in Home Science</p> <p>b. Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.</p> <p>Unit III : Teaching Planning and Role of Teacher</p> <p>Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department.</p> | <p>Pedagogy of Home Science</p> <p>Unit I : Nature, Scope and Objective</p> <p>Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.</p> <p>Unit II : Teaching Methods of Home Science</p> <p>c. Micro teaching skills relevant in Home Science</p> <p>d. Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.</p> <p>Unit III : Teaching Planning and Role of Teacher</p> <p>Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department.</p> | |

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| | | <p>Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.</p> <p>Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.</p> <p>Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.</p> | <p>Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.</p> <p>Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.</p> <p>Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.</p> | |
| | B.Ed.203(4) | <p>Pedagogy of Economics</p> <p>Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. • Importance of economics in school curriculum. • Aims and objectives of teaching economics at different level. • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. • Correlation of economics with school subjects. <p>Unit II : Curriculum and planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum. • Concepts and Principles of Constructing Curriculum of Economics. • Critical Analysis of the existing syllabus. <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Micro Teaching, Content Analysis • Yearly plan, Unit plan and Daily | <p>Pedagogy of Economics</p> <p>Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. • Importance of economics in school curriculum. • Aims and objectives of teaching economics at different level. • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. • Correlation of economics with school subjects. <p>Unit II : Curriculum and planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum. • Concepts and Principles of Constructing Curriculum of Economics. • Critical Analysis of the existing syllabus. <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Micro Teaching, Content Analysis • Yearly plan, Unit plan and Daily | |

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| | | <p>lesson plan – Meaning, Characteristics, Importance and Steps.</p> <ul style="list-style-type: none"> • Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method • Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study <p>Unit IV : Teacher, Text Book, Teaching Aids</p> <ul style="list-style-type: none"> • Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) • Economics Room – Importance and Equipments. • Teacher of Economics – Importance, Qualities and Competence. • Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test • Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation. • Objective of based evaluation • Preparation of achievement test- <ul style="list-style-type: none"> ➤ Various types of question ➤ Blue Print ➤ Preparation of question paper | <p>lesson plan – Meaning, Characteristics, Importance and Steps.</p> <ul style="list-style-type: none"> • Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method • Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study <p>Unit IV : Teacher, Text Book, Teaching Aids</p> <ul style="list-style-type: none"> • Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) • Economics Room – Importance and Equipments. • Teacher of Economics – Importance, Qualities and Competence. • Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test • Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation. • Objective of based evaluation • Preparation of achievement test- <ul style="list-style-type: none"> ➤ Various types of question ➤ Blue Print ➤ Preparation of question paper | |
| B.Ed. 203(5) | <p>Pedagogy of English Unit I : Foundation of English Language Teaching</p> <ul style="list-style-type: none"> • Concept of language, language acquisition, language learning. • Forms of English – formal, informal, written and spoken • Importance of teaching English • Principles of second language teaching | <p>Pedagogy of English Unit I : Foundation of English Language Teaching</p> <ul style="list-style-type: none"> • Concept of language, language acquisition, language learning. • Forms of English – formal, informal, written and spoken • Importance of teaching English • Principles of second language teaching | | |

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| | <ul style="list-style-type: none"> • Difference between teaching of content based subjects and skills based subjects • Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence <p>Unit II : Teaching of English Language Skills</p> <ul style="list-style-type: none"> • Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening • Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. • Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book • Writing Skills : Concept of writing in first language and the second language, Types of composition – oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Note making, Correction of Written work. | <ul style="list-style-type: none"> • Difference between teaching of content based subjects and skills based subjects • Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence <p>Unit II : Teaching of English Language Skills</p> <ul style="list-style-type: none"> • Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening • Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. • Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book • Writing Skills : Concept of writing in first language and the second language, Types of composition – oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Note making, Correction of Written work. | |
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Unit III : Methodology and Planning of English Language Teaching

- Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition – Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons – Components of poetry – The place of poetry teaching in school curriculum – Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

Unit IV : Resources in English Language Teaching

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning, English – Text books, work books, teacher’s hand books, charts, pictures, flash cards, flannel board, tape – recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and

Unit III : Methodology and Planning of English Language Teaching

- Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition – Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons – Components of poetry – The place of poetry teaching in school curriculum – Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

Unit IV : Resources in English Language Teaching

- Concept and use of A.V. aids in the teaching of English
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| | | <p>media for language development, Qualities, Responsibilities and Professional ethics of language teacher.</p> <p>Unit V : Assessment and Evaluation in English</p> <ul style="list-style-type: none"> • Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. | <p>media for language development, Qualities, Responsibilities and Professional ethics of language teacher.</p> <p>Unit V : Assessment and Evaluation in English</p> <ul style="list-style-type: none"> • Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. | |
| B.Ed.203(6) | <p>Unit I : Nature and Structure of Geography</p> <p>1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography:</p> <p>(a) Geography as a description of the earth.</p> <p>(b) Geography as a study of natural phenomena and their effect on man.</p> <p>(c) Geography as a study of Landscape-Physical and cultural.</p> <p>(d) Geography as a study of real difference.</p> <p>(e) Geography as a study of spatial relationships.</p> <p>(f) Geography as a study of unifying and integrating discipline.</p> <p>1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.</p> <p>1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.</p> <p>Unit II : Methods and Model of Teaching Geographyp</p> <p>2.1 Models of teaching in reference of Geography teaching:</p> | <p>Unit I : Nature and Structure of Geography</p> <p>1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography:</p> <p>(g) Geography as a description of the earth.</p> <p>(h) Geography as a study of natural phenomena and their effect on man.</p> <p>(i) Geography as a study of Landscape-Physical and cultural.</p> <p>(j) Geography as a study of real difference.</p> <p>(k) Geography as a study of spatial relationships.</p> <p>(l) Geography as a study of unifying and integrating discipline.</p> <p>1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.</p> <p>1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.</p> <p>Unit II : Methods and Model of Teaching Geographyp</p> <p>2.1 Models of teaching in reference of Geography teaching:</p> | | |

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| | <ul style="list-style-type: none"> • Concept Attainment model • Value Attainment model • Inquire model • Discovery model <p>2.2 Methods of teaching:</p> <ul style="list-style-type: none"> • Problem solving • Regional method • Project method • Supervised study • Laboratory method • Demonstration method • Inductive & Deductive method <p>2.3 Innovative Practices :</p> <ul style="list-style-type: none"> • Brain-storming method • Co-operative-learning • Experimental-learning <p>2.4 Planning:</p> <ul style="list-style-type: none"> • Content Analysis • Annual Plan • Unit Plan • Lesson Plan <p>Unit III : Planing of Instruction and Role of Teacher</p> <p>3.1</p> <ul style="list-style-type: none"> • Role of a teacher for conservation of natural resources & environment. • Teacher as a facilitator • Qualities and professional growth of a geography teacher to face an ecological challenge of present era. • Teacher as a Reflective Practitioner and a Researcher. <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> • Print Media • Electronic Media • Multi Media • Visuals <p>3.3</p> <ul style="list-style-type: none"> • Use of community resources • Field Trips : Local & Regional • Geography resource center • Co-scholastic activities based on school curriculum • Geography club <p>Unit IV : Resources in Geography Teaching</p> <p>4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism.</p> <p>4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography.</p> | <ul style="list-style-type: none"> • Concept Attainment model • Value Attainment model • Inquire model • Discovery model <p>2.2 Methods of teaching:</p> <ul style="list-style-type: none"> • Problem solving • Regional method • Project method • Supervised study • Laboratory method • Demonstration method • Inductive & Deductive method <p>2.3 Innovative Practices :</p> <ul style="list-style-type: none"> • Brain-storming method • Co-operative-learning • Experimental-learning <p>2.4 Planning:</p> <ul style="list-style-type: none"> • Content Analysis • Annual Plan • Unit Plan • Lesson Plan <p>Unit III : Planing of Instruction and Role of Teacher</p> <p>3.1</p> <ul style="list-style-type: none"> • Role of a teacher for conservation of natural resources & environment. • Teacher as a facilitator • Qualities and professional growth of a geography teacher to face an ecological challenge of present era. • Teacher as a Reflective Practitioner and a Researcher. <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> • Print Media • Electronic Media • Multi Media • Visuals <p>3.3</p> <ul style="list-style-type: none"> • Use of community resources • Field Trips : Local & Regional • Geography resource center • Co-scholastic activities based on school curriculum • Geography club <p>Unit IV : Resources in Geography Teaching</p> <p>4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism.</p> <p>4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography.</p> | |
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| | <p>Unit V : Assessment in Geography</p> <p>5.1 Preparation of Challenging assignments</p> <p>5.2 Criteria for assessing written and practical work in civics.</p> <p>5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.</p> | <p>Unit V : Assessment in Geography</p> <p>5.1 Preparation of Challenging assignments</p> <p>5.2 Criteria for assessing written and practical work in civics.</p> <p>5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.</p> | |
| B.Ed. 203 (7) | <p>हिन्दी शिक्षण इकाई –प्रथम – भाषा की भूमिका स्थिति</p> <ul style="list-style-type: none"> भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास – (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ङ) अभिव्यक्ति (मौखिक व लिखित) हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति <p>इकाई –द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमीनार कार्यशाला, हरिकथा, कहानी संचार माध्यम – प्रिंट मीडिया-समाचार पत्र पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा प्रयोगशाला <p>इकाई –तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था</p> <ul style="list-style-type: none"> भाषा शिक्षण की विधियाँ-भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन। भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में | <p>हिन्दी शिक्षण इकाई –प्रथम – भाषा की भूमिका स्थिति</p> <ul style="list-style-type: none"> भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास – (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ङ) अभिव्यक्ति (मौखिक व लिखित) हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति <p>इकाई –द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमीनार कार्यशाला, हरिकथा, कहानी संचार माध्यम – प्रिंट मीडिया-समाचार पत्र पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा प्रयोगशाला <p>इकाई –तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था</p> <ul style="list-style-type: none"> भाषा शिक्षण की विधियाँ-भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन। भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में | |

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| | | <p>हिन्दी की बोलियाँ, वाक् तथा लेखन।</p> <ul style="list-style-type: none"> भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की संकल्पना—अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। <p>इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री</p> <ul style="list-style-type: none"> पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण <p>इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> हिन्दी शिक्षण में मूल्यांकन— (अ) भाषा विकास की प्रगति का मूल्यांकन—सतत् और समग्र मूल्यांकन, आपसी—मूल्यांकन, स्व—मूल्यांकन, समूह मूल्यांकन, पोर्ट—फोलियो। (ब) प्रश्नों का स्वरूप—समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशी सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न—पत्र निर्माण एवं नीलपत्र | <p>हिन्दी की बोलियाँ, वाक् तथा लेखन।</p> <ul style="list-style-type: none"> भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की संकल्पना—अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। <p>इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री</p> <ul style="list-style-type: none"> पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण <p>इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> हिन्दी शिक्षण में मूल्यांकन— (अ) भाषा विकास की प्रगति का मूल्यांकन—सतत् और समग्र मूल्यांकन, आपसी—मूल्यांकन, स्व—मूल्यांकन, समूह मूल्यांकन, पोर्ट—फोलियो। (ब) प्रश्नों का स्वरूप—समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशी सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न—पत्र निर्माण एवं नीलपत्र | |
| B.Ed. 203(8) | | <p>Pedagogy of History Unit I : Nature Scope and Objective</p> <p>1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.</p> <p>1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature</p> <p>1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.4 Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.</p> <p>Unit II : Teaching Methods of Planning</p> <p>2.1 Models of teaching: (a) Discovery model (b) Value Attainment model (c) Enquiry model</p> <p>2.2 Methods of teaching (a) Lecture method</p> | <p>Pedagogy of History Unit I : Nature Scope and Objective</p> <p>1.5 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.</p> <p>1.6 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature</p> <p>1.7 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.8 Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.</p> <p>Unit II : Teaching Methods of Planning</p> <p>2.1 Models of teaching: (a) Discovery model (b) Value Attainment model (c) Enquiry model</p> <p>2.2 Methods of teaching (a) Lecture method</p> | |

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| | <p>(b) Project method (c) Supervised Study (d) Story Telling method (e) Biographical method (f) Source method</p> <p>2.3 Innovative Practices (a) Brain-storming (b) Dramatization (c) Co-operative-learning (d) Experiential-learning</p> <p>2.4 Planning (a) Annual plan (b) Unit plan (c) Lesson plan</p> <p>Unit III : Teaching Aids and Resources</p> <p>3.1 Teacher as a transformer of cultural & Historical Heritage: (a) Teacher as a facilitator (b) Qualities and professional growth of a history teacher to face challenges of present era. (c) Teacher as a Reflective Practitioner and a Researcher</p> <p>3.2 Learning Resources (a) Print Media (b) Electronic Media (c) Multi Media (d) Visuals</p> <p>3.3 (a) Use of community resources (b) Field Trips (c) History resources center (d) Co-scholastic activities based on school curriculum (e) History club</p> <p>Unit IV : Teaching Text Book and Concept Analysis</p> <p>4.1 (a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism. (b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history.</p> <p>4.2 (a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.</p> | <p>(b) Project method (c) Supervised Study (d) Story Telling method (e) Biographical method (f) Source method</p> <p>2.3 Innovative Practices (a) Brain-storming (b) Dramatization (c) Co-operative-learning (d) Experiential-learning</p> <p>2.4 Planning (a) Annual plan (b) Unit plan (c) Lesson plan</p> <p>Unit III : Teaching Aids and Resources</p> <p>3.1 Teacher as a transformer of cultural & Historical Heritage: (a) Teacher as a facilitator (b) Qualities and professional growth of a history teacher to face challenges of present era. (c) Teacher as a Reflective Practitioner and a Researcher</p> <p>3.2 Learning Resources (a) Print Media (b) Electronic Media (c) Multi Media (d) Visuals</p> <p>3.3 (a) Use of community resources (b) Field Trips (c) History resources center (d) Co-scholastic activities based on school curriculum (e) History club</p> <p>Unit IV : Teaching Text Book and Concept Analysis</p> <p>4.1 (a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism. (b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history.</p> <p>4.2 (a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.</p> | |
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| | | <p>(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.</p> <p>4.3</p> <p>(a) Content Analysis of History Textbooks at Secondary level.</p> <p>(b) Use of library and other instructional materials & Source: Primary and Secondary.</p> <p>Unit V : Assessment in History</p> <ul style="list-style-type: none"> • Preparation of Challenging assignments. • Criteria for assessing written and practical work in History. • Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. | <p>(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.</p> <p>4.3</p> <p>(a) Content Analysis of History Textbooks at Secondary level.</p> <p>(b) Use of library and other instructional materials & Source: Primary and Secondary.</p> <p>Unit V : Assessment in History</p> <ul style="list-style-type: none"> • Preparation of Challenging assignments. • Criteria for assessing written and practical work in History. • Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. | |
| B.Ed.203(9) | <p>Pedagogy of Mathematics</p> <p>Unit I : Nature and Structure of Mathematics</p> <ol style="list-style-type: none"> Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical History of Mathematics education: Ancient period to 21st century Contributions of eminent Mathematicians (Western and Indian – 4 each) Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction Euclidean geometry and its criticisms – emergence of non Euclidean Geometry <p>Unit II : Objectives and Approaches of Teaching Mathematics</p> <ol style="list-style-type: none"> Aims and objectives of Teaching Mathematics: At primary, Secondary and Higher Secondary levels – | <p>Pedagogy of Mathematics</p> <p>Unit I : Nature and Structure of Mathematics</p> <ol style="list-style-type: none"> Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical History of Mathematics education: Ancient period to 21st century Contributions of eminent Mathematicians (Western and Indian – 4 each) Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction Euclidean geometry and its criticisms – emergence of non Euclidean Geometry <p>Unit II : Objectives and Approaches of Teaching Mathematics</p> <ol style="list-style-type: none"> Aims and objectives of Teaching Mathematics: At primary, Secondary and Higher Secondary levels – | | |

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| | | <p>Goals of mathematics education – Mathematical skills: calculations, Geometrical, and interpreting graphs – Mathematical abilities – problem solving ability.</p> <p>b. Approaches to teaching Mathematics: Behaviorist approach, constructivist approach</p> <p>c. Process oriented approach, competency based approach, Realistic mathematics education</p> <p>Unit III : Methods and Model of Teaching Mathematics</p> <p>a. Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and Laboratory methods. Co-operative, constructivism method.</p> <p>b. Techniques of Teaching Mathematics: Questioning, Brain storming, role playing. Simulation.</p> <p>c. Non – formal techniques of learning mathematics</p> <p>d. Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.</p> <p>Unit IV : Pedagogical Content Knowledge of Mathematics</p> <p>a. Concept of pedagogic content knowledge (PCK)</p> <p>b. Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.:– content analysis, Listing pre-requisites, instructional objectives and task analysis.</p> <p>c. Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.</p> <p>d. Analyzing and selecting suitable evaluation strategies</p> <p>e. Identifying the misconceptions and</p> | <p>Goals of mathematics education – Mathematical skills: calculations, Geometrical, and interpreting graphs – Mathematical abilities – problem solving ability.</p> <p>e. Approaches to teaching Mathematics: Behaviorist approach, constructivist approach</p> <p>f. Process oriented approach, competency based approach, Realistic mathematics education</p> <p>Unit III : Methods and Model of Teaching Mathematics</p> <p>e. Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and Laboratory methods. Co-operative, constructivism method.</p> <p>f. Techniques of Teaching Mathematics: Questioning, Brain storming, role playing. Simulation.</p> <p>g. Non – formal techniques of learning mathematics</p> <p>h. Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.</p> <p>Unit IV : Pedagogical Content Knowledge of Mathematics</p> <p>f. Concept of pedagogic content knowledge (PCK)</p> <p>g. Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.:– content analysis, Listing pre-requisites, instructional objectives and task analysis.</p> <p>h. Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.</p> <p>i. Analyzing and selecting suitable evaluation strategies</p> <p>j. Identifying the misconceptions and</p> | |
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| | | <p>appropriate remedial strategies</p> <p>Unit V : Technology in Mathematics Education</p> <p>a. Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.</p> <p>b. E-content development concept, formats, steps for preparation</p> <p>c. A survey of software used in mathematics teaching and learning.</p> | <p>appropriate remedial strategies</p> <p>Unit V : Technology in Mathematics Education</p> <p>d. Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.</p> <p>e. E-content development concept, formats, steps for preparation</p> <p>f. A survey of software used in mathematics teaching and learning.</p> | |
| B.Ed.203(10) | <p>संस्कृत शिक्षण इकाई –प्रथम – भाषा की भूमिका एवं स्थिति</p> <ul style="list-style-type: none"> संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा – <ul style="list-style-type: none"> (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु-भाषीय कक्षा कक्षा भारत में संस्कृत भाषा की स्थिति <ul style="list-style-type: none"> (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351 (2) कोटारी कमीशन (1964-1996) (3) NPA (1986) (4) POA (1992) (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)-भाषा शिक्षा में संस्कृत की स्थिति संस्कृत शिक्षण में भाषायी कौशल-कथन, श्रवण, पठन, लेखन <p>इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> संस्कृत शिक्षण के विविध रूप <ul style="list-style-type: none"> (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष। सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से संस्कृत शिक्षण <ul style="list-style-type: none"> (अ) परम्पारगत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला। (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया <ul style="list-style-type: none"> (1) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ (2) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, | <p>संस्कृत शिक्षण इकाई –प्रथम – भाषा की भूमिका एवं स्थिति</p> <ul style="list-style-type: none"> संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा – <ul style="list-style-type: none"> (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु-भाषीय कक्षा कक्षा भारत में संस्कृत भाषा की स्थिति <ul style="list-style-type: none"> (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351 (2) कोटारी कमीशन (1964-1996) (3) NPA (1986) (4) POA (1992) (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)-भाषा शिक्षा में संस्कृत की स्थिति संस्कृत शिक्षण में भाषायी कौशल-कथन, श्रवण, पठन, लेखन <p>इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> संस्कृत शिक्षण के विविध रूप <ul style="list-style-type: none"> (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष। सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से संस्कृत शिक्षण <ul style="list-style-type: none"> (अ) परम्पारगत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला। (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया <ul style="list-style-type: none"> (1) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ (2) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, | | |

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| | | <p>इन्टरनेट, भाषा प्रयोगशाला।</p> <p>इकाई –तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग</p> <ul style="list-style-type: none"> संस्कृत शिक्षण की विधियाँ– <ol style="list-style-type: none"> पाणिनी व यास्क के अनुसार। प्रचलित अन्य विधियाँ–प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम। पाश्चात्य विद्वानों के अनुसार– जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी। विधियों का अनुप्रयोग – <ol style="list-style-type: none"> तृतीय भाषा अधिगम मनोविज्ञान कक्षा–कक्ष वातावरण और परिस्थितियाँ शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका भाषा का व्यवहार में प्रयोग अन्य विषयों के साथ संस्कृत का समन्वय त्रुटियाँ व उपचारात्मक कार्य संस्कृत भाषा की चुनौतियाँ स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत <p>इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण</p> <ul style="list-style-type: none"> पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण – <ol style="list-style-type: none"> पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध संस्कृत में दत्त कार्य एवं क्रिया–कलापों का विकास। अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में। निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप, महत्त्व एवं उपयोग। <p>इकाई –पंचम – संस्कृत शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> संस्कृत शिक्षण में आंकलन – <ol style="list-style-type: none"> संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन, स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट प्रश्न–पत्र निर्माण एवं नील–पल | <p>इन्टरनेट, भाषा प्रयोगशाला।</p> <p>इकाई –तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग</p> <ul style="list-style-type: none"> संस्कृत शिक्षण की विधियाँ– <ol style="list-style-type: none"> पाणिनी व यास्क के अनुसार। प्रचलित अन्य विधियाँ–प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम। पाश्चात्य विद्वानों के अनुसार– जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी। विधियों का अनुप्रयोग – <ol style="list-style-type: none"> तृतीय भाषा अधिगम मनोविज्ञान कक्षा–कक्ष वातावरण और परिस्थितियाँ शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका भाषा का व्यवहार में प्रयोग अन्य विषयों के साथ संस्कृत का समन्वय त्रुटियाँ व उपचारात्मक कार्य संस्कृत भाषा की चुनौतियाँ स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत <p>इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण</p> <ul style="list-style-type: none"> पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण – <ol style="list-style-type: none"> पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध संस्कृत में दत्त कार्य एवं क्रिया–कलापों का विकास। अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में। निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप, महत्त्व एवं उपयोग। <p>इकाई –पंचम – संस्कृत शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> संस्कृत शिक्षण में आंकलन – <ol style="list-style-type: none"> संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन, स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट प्रश्न–पत्र निर्माण एवं नील–पल | |
| B.Ed. 203(11) | <p>Pedagogy fo Social Studies Nature, Scope and Objective</p> <ul style="list-style-type: none"> Meaning, Nature and Scope and importance of Social Studies Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom’s Taxonomy Relationship of Social Studies with other subjects. | <p>Pedagogy fo Social Studies Nature, Scope and Objective</p> <ul style="list-style-type: none"> Meaning, Nature and Scope and importance of Social Studies Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom’s Taxonomy Relationship of Social Studies with other subjects. | | |

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| | <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum • Concepts and Principles of Constructing curriculum of Social Studies • Critical Analysis of the existing syllabus <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector • Social Studies Text Book – Need and Qualities • Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. <p>Unit IV : Methods and Techniques</p> <ul style="list-style-type: none"> • Social studies teacher – Qualities and role in Global Perspective • Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method • Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip. • Social Studies room – Need, Importance and Equipment <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Utilizing current events and community Resources in teaching of social studies at secondary level • Critical evaluation of existing | <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum • Concepts and Principles of Constructing curriculum of Social Studies • Critical Analysis of the existing syllabus <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector • Social Studies Text Book – Need and Qualities • Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. <p>Unit IV : Methods and Techniques</p> <ul style="list-style-type: none"> • Social studies teacher – Qualities and role in Global Perspective • Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method • Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip. • Social Studies room – Need, Importance and Equipment <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Utilizing current events and community Resources in teaching of social studies at secondary level • Critical evaluation of existing | |
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| | | <p>curriculum of social studies at secondary stage</p> <ul style="list-style-type: none"> Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper | <p>curriculum of social studies at secondary stage</p> <ul style="list-style-type: none"> Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper | |
| B.Ed.203(12) | <p>Pedagogy of Biology Unit I : Nature, Scope and Objectives</p> <ul style="list-style-type: none"> Nature of science with special reference to Biology. Main discoveries and development in Biology Place & values of teaching Biology at secondary/senior secondary level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level Critical appraisal of chemistry syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan Qualities and responsibilities of Biology teacher. Teacher’s role in training students in scientific method and in developing creativity and scientific temper among their students. | <p>Pedagogy of Biology Unit I : Nature, Scope and Objectives</p> <ul style="list-style-type: none"> Nature of science with special reference to Biology. Main discoveries and development in Biology Place & values of teaching Biology at secondary/senior secondary level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level Critical appraisal of chemistry syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan Qualities and responsibilities of Biology teacher. Teacher’s role in training students in scientific method and in developing creativity and scientific temper among their students. | | |

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| | | <p>Unit III : Methods of Approaches</p> <ul style="list-style-type: none"> Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc. Co-Curricular Activities: Organization of science club science fair trips and use of community resources. Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture. Characteristics of a good text book and Evaluation of a Text Book <p>Unit V : Evaluation in Biology</p> <ul style="list-style-type: none"> Evaluation: Concept, Types and purposes Type of test items and their construction Preparation of Blue Print & | <p>Unit III : Methods of Approaches</p> <ul style="list-style-type: none"> Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc. Co-Curricular Activities: Organization of science club science fair trips and use of community resources. Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture. Characteristics of a good text book and Evaluation of a Text Book <p>Unit V : Evaluation in Biology</p> <ul style="list-style-type: none"> Evaluation: Concept, Types and purposes Type of test items and their construction Preparation of Blue Print & | |
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| | | <p>Achievement Test</p> <ul style="list-style-type: none"> Evaluation of Practical work in Biology | <p>Achievement Test</p> <ul style="list-style-type: none"> Evaluation of Practical work in Biology | |
| | B.Ed.203(13) | <p>Pedagogy of Chemistry</p> <p>Unit I : The Nature of Science</p> <ul style="list-style-type: none"> Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. Nature of science with special reference to chemistry Instructional Objectives, General and Specific Objectives of Teaching Chemistry Correlation of Chemistry with other subjects <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> Chemistry curriculum, Place of Chemistry in School Curriculum Principles of Curriculum Construction. Difference between Curriculum and syllabus Co-curricular activities, factors influencing curriculum of chemistry Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. Critical appraisal of Chemistry syllabus at Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan <p>Unit III : Methods of Teaching Chemistry</p> <ul style="list-style-type: none"> Micro Teaching, skills of teaching lesson planning Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive | <p>Pedagogy of Chemistry</p> <p>Unit I : The Nature of Science</p> <ul style="list-style-type: none"> Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. Nature of science with special reference to chemistry Instructional Objectives, General and Specific Objectives of Teaching Chemistry Correlation of Chemistry with other subjects <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> Chemistry curriculum, Place of Chemistry in School Curriculum Principles of Curriculum Construction. Difference between Curriculum and syllabus Co-curricular activities, factors influencing curriculum of chemistry Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. Critical appraisal of Chemistry syllabus at Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan <p>Unit III : Methods of Teaching Chemistry</p> <ul style="list-style-type: none"> Micro Teaching, skills of teaching lesson planning Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive | |

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| | | <p>Method, Co-operative method, Constructivism Method.</p> <ul style="list-style-type: none"> • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Qualities of Chemistry teacher. <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. • Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. • Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. • Characteristics of a good text book and evaluation of a Text Book. <p>Unit V : Evaluation of Chemistry</p> <ul style="list-style-type: none"> • Difference between Measurement, Assessment and Evaluation. • Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, • Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type • Development and Standardization of Achievement Test in Chemistry. | <p>Method, Co-operative method, Constructivism Method.</p> <ul style="list-style-type: none"> • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Qualities of Chemistry teacher. <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. • Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. • Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. • Characteristics of a good text book and evaluation of a Text Book. <p>Unit V : Evaluation of Chemistry</p> <ul style="list-style-type: none"> • Difference between Measurement, Assessment and Evaluation. • Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, • Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type • Development and Standardization of Achievement Test in Chemistry. | |
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| | B.Ed.203(14) | <p>Pedagogy of General Science</p> <p>Unit I : Teaching of General Science</p> <ul style="list-style-type: none"> • Meaning, nature, aims and objectives of General Science • Importance of General Science in Teaching • Correlation – concept, importance and types • Maxims of teaching in General science <p>Unit II : Planning in General Science Teaching</p> <ul style="list-style-type: none"> • Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus • Place of General Science in school curriculum • Critical appraisal of General Science syllabus at secondary / senior secondary level • Science teacher – Qualities, Competencies • Analysis of text book <p>Unit III : Methods & Techniques of teaching in General Science</p> <ul style="list-style-type: none"> • Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive. • Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique. • Year plan, Unit plan, Lesson plan – General, IT based <p>Unit IV : Teaching Aids and Models of teaching</p> <ul style="list-style-type: none"> • Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP, • Science laboratory, Science –club, Science Exhibition, Field trip • Laboratory Equipment and Material – selection, purchase, maintenance and safety measures. | <p>Pedagogy of General Science</p> <p>Unit I : Teaching of General Science</p> <ul style="list-style-type: none"> • Meaning, nature, aims and objectives of General Science • Importance of General Science in Teaching • Correlation – concept, importance and types • Maxims of teaching in General science <p>Unit II : Planning in General Science Teaching</p> <ul style="list-style-type: none"> • Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus • Place of General Science in school curriculum • Critical appraisal of General Science syllabus at secondary / senior secondary level • Science teacher – Qualities, Competencies • Analysis of text book <p>Unit III : Methods & Techniques of teaching in General Science</p> <ul style="list-style-type: none"> • Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive. • Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique. • Year plan, Unit plan, Lesson plan – General, IT based <p>Unit IV : Teaching Aids and Models of teaching</p> <ul style="list-style-type: none"> • Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP, • Science laboratory, Science –club, Science Exhibition, Field trip • Laboratory Equipment and Material – selection, purchase, maintenance and safety measures. | |
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| | | <ul style="list-style-type: none"> Models of teaching; Concept Attainment Model, Inquiry training model <p>Unit V : Pedagogical analysis & Evaluation in General Science</p> <ul style="list-style-type: none"> Concept, Approaches & importance for pedagogical analysis. Core elements and values, content cum methodology approach, IT based approach Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation. | <ul style="list-style-type: none"> Models of teaching; Concept Attainment Model, Inquiry training model <p>Unit V : Pedagogical analysis & Evaluation in General Science</p> <ul style="list-style-type: none"> Concept, Approaches & importance for pedagogical analysis. Core elements and values, content cum methodology approach, IT based approach Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation. | |
| B.Ed.203(15) | <p>Pedagogy of Physics</p> <p>Unit I : Foundations of Teaching Physics</p> <ul style="list-style-type: none"> Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology. Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects. | <p>Pedagogy of Physics</p> <p>Unit I : Foundations of Teaching Physics</p> <ul style="list-style-type: none"> Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology. Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects. | | |

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| | <p>Unit II : Planning for instruction and role of Teacher</p> <ul style="list-style-type: none"> • Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping. • Developing Yearly Plan, Unit Plan and Daily Lesson Plans. • Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity. • Qualities, responsibilities and professional ethics of physics teacher. • Criteria for selection of physics text book, critical appraisal of Physics Text Book. <p>Unit III : Approaches and Methods of Teaching Physics</p> <ul style="list-style-type: none"> • Concept approach – process approach – teaching science as a process. • Scientific method, problem solving method • Cooperative learning approach • Activity based approach investigatory approach • Project method, laboratory method • Demonstration – cum-discussion method • Constructivist approach <p>Unit IV : Instructional support system</p> <ul style="list-style-type: none"> • Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. • Use of Community resources in teaching of physics • Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work • Selecting and guiding Projects in physics | <p>Unit II : Planning for instruction and role of Teacher</p> <ul style="list-style-type: none"> • Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping. • Developing Yearly Plan, Unit Plan and Daily Lesson Plans. • Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity. • Qualities, responsibilities and professional ethics of physics teacher. • Criteria for selection of physics text book, critical appraisal of Physics Text Book. <p>Unit III : Approaches and Methods of Teaching Physics</p> <ul style="list-style-type: none"> • Concept approach – process approach – teaching science as a process. • Scientific method, problem solving method • Cooperative learning approach • Activity based approach investigatory approach • Project method, laboratory method • Demonstration – cum-discussion method • Constructivist approach <p>Unit IV : Instructional support system</p> <ul style="list-style-type: none"> • Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. • Use of Community resources in teaching of physics • Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work • Selecting and guiding Projects in physics | |
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| | | <ul style="list-style-type: none"> • Planning and organization of science clubs, science fairs and field trips <p>Unit V : Physics curriculum and Evaluation of Physics Learning</p> <ul style="list-style-type: none"> • Principles of developing curriculum of Physics • Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. • Diagnostic testing and remedial teaching in physics. Evaluation of Practical work. | <ul style="list-style-type: none"> • Planning and organization of science clubs, science fairs and field trips <p>Unit V : Physics curriculum and Evaluation of Physics Learning</p> <ul style="list-style-type: none"> • Principles of developing curriculum of Physics • Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. • Diagnostic testing and remedial teaching in physics. Evaluation of Practical work. | |
| B.Ed.203(16) | | <p>Pedagogy of Book Keeping</p> <p>Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. • Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. • Importance of Book-Keeping and Accountancy in School Curriculum. • Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book-Keeping and Accountancy. <p>Unit II : Teaching Planning and Royal of Teacher</p> <ul style="list-style-type: none"> • Planning for teaching and role of teacher • Micro Teaching • Yearly Plan, Unit Plan and Daily Lesson Plan • Teacher role and attitude • Maxims and principles of classroom teaching • Teaching Aids <p>Unit III : Techniques and Methods</p> | <p>Pedagogy of Book Keeping</p> <p>Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. • Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. • Importance of Book-Keeping and Accountancy in School Curriculum. • Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book-Keeping and Accountancy. <p>Unit II : Teaching Planning and Royal of Teacher</p> <ul style="list-style-type: none"> • Planning for teaching and role of teacher • Micro Teaching • Yearly Plan, Unit Plan and Daily Lesson Plan • Teacher role and attitude • Maxims and principles of classroom teaching • Teaching Aids <p>Unit III : Techniques and Methods</p> | |

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| | | <ul style="list-style-type: none"> Teaching approaches of Book-Keeping and Accountancy <ol style="list-style-type: none"> Journal Approach Leader Approach Cash Book Approach Equation Approach <p>Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.</p> <p>Techniques and devices to teach Book-Keeping and Accountancy.</p> <p>Unit IV : Text Book and Approches of Framing Syllabus</p> <ul style="list-style-type: none"> Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. Qualities of good teacher <p>Unit V : Evaluation of Students</p> <ul style="list-style-type: none"> Evaluation of students performance Achievement Test Diagnostic Test Blue Print | <ul style="list-style-type: none"> Teaching approaches of Book-Keeping and Accountancy <ol style="list-style-type: none"> Journal Approach Leader Approach Cash Book Approach Equation Approach <p>Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.</p> <p>Techniques and devices to teach Book-Keeping and Accountancy.</p> <p>Unit IV : Text Book and Approches of Framing Syllabus</p> <ul style="list-style-type: none"> Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. Qualities of good teacher <p>Unit V : Evaluation of Students</p> <ul style="list-style-type: none"> Evaluation of students performance Achievement Test Diagnostic Test Blue Print | |
| | B.Ed.203(17) | <p>Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce</p> <ul style="list-style-type: none"> Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce : Banking Insurance, Trade-correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business | <p>Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce</p> <ul style="list-style-type: none"> Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce : Banking Insurance, Trade-correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business | |

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| | | <p>Management, Information system.</p> <ul style="list-style-type: none"> • Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life. <p>Unit II : Curriculum Developments in Commerce</p> <ul style="list-style-type: none"> • Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation. • Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible. • Different approaches to curriculum organization – Spiral, topical and concentric approach. <p>Unit III : Training in Teaching skills</p> <ul style="list-style-type: none"> • Micro Teaching Practice in Teaching skills • Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan • Teacher – Essential qualities, duties and responsibilities. | <p>Management, Information system.</p> <ul style="list-style-type: none"> • Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life. <p>Unit II : Curriculum Developments in Commerce</p> <ul style="list-style-type: none"> • Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation. • Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible. • Different approaches to curriculum organization – Spiral, topical and concentric approach. <p>Unit III : Training in Teaching skills</p> <ul style="list-style-type: none"> • Micro Teaching Practice in Teaching skills • Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan • Teacher – Essential qualities, duties and responsibilities. | |
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| | <ul style="list-style-type: none"> Professional growth – Ways and means of developing professional competency in service training – Role of NCERT <p>Unit IV : Instructional Support or Resources for Commerce Teaching</p> <ul style="list-style-type: none"> Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board. Commerce Library – Need & Importance Organization of field trips and study tours – their importance Commerce club – need & significance Community Resources and its utilization <p>Unit V : Evaluation in Commerce</p> <ul style="list-style-type: none"> Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence. Objective based Evaluation, competency based evaluation Construction of achievement test – design, blue print, writing of test items. Different types of test items – merits and demerits Continuous and comprehensive evaluation – grading system | <ul style="list-style-type: none"> Professional growth – Ways and means of developing professional competency in service training – Role of NCERT <p>Unit IV : Instructional Support or Resources for Commerce Teaching</p> <ul style="list-style-type: none"> Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board. Commerce Library – Need & Importance Organization of field trips and study tours – their importance Commerce club – need & significance Community Resources and its utilization <p>Unit V : Evaluation in Commerce</p> <ul style="list-style-type: none"> Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence. Objective based Evaluation, competency based evaluation Construction of achievement test – design, blue print, writing of test items. Different types of test items – merits and demerits Continuous and comprehensive evaluation – grading system | |
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| B.Ed.204 | <p style="text-align: center;">(EPC – 2)</p> <p>Drama and Art in Education</p> <p>Unit I : Aesthetic Sense and Education</p> <ul style="list-style-type: none"> • Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts. Transform art and aesthetic sense through education. • Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadh. Shushir, Dhanlok, lok-geet.lok vadhya & Introduction to Dance :- History of dance-kala, lok-nritya. <p>Unit II : Performing Art and Learning</p> <ul style="list-style-type: none"> • Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian Society <p>Unit III : Folk Drama of Rajasthan</p> <ul style="list-style-type: none"> • Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed leela, Swang. Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school. • Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility. <p>Unit IV : Visual Art : Teaching & Learning</p> <ul style="list-style-type: none"> • Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic Pressure for understanding problems in a new way. • Exploration and experimentation with different types of Visual Arts : painting printing, collage, cartoon making, photography, clay modelling, model making, pottery, puppetry, rangoli, paper art. <p>Unit V : ICT in drama and art in education</p> <ul style="list-style-type: none"> • Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation. • Use of ICT in drama and art in education: Computer graphics, animation, special effects, documentary films, movies, slides. | <p style="text-align: center;">(EPC – 2)</p> <p>Drama and Art in Education</p> <p>Unit I : Aesthetic Sense and Education</p> <ul style="list-style-type: none"> • Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts. Transform art and aesthetic sense through education. • Concept of Creativity, Creative writing. Modes in speech and importance of education for it. Relationship between Art, Literature and Education, Historical perspectives of various types of Art in India. • Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadh. Shushir, Dhanlok, lok-geet.lok vadhya & Introduction to Dance :- History of dance-kala, lok-nritya. <p>Unit II : Performing Art and Learning</p> <ul style="list-style-type: none"> • Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian Society • General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Triba dances. Contemporary dance in Modern India. <p>Unit III : Folk Drama of Rajasthan</p> <ul style="list-style-type: none"> • Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed leela, Swang. Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school. • Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility. <p>Unit IV : Visual Art : Teaching & Learning</p> <ul style="list-style-type: none"> • Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic Pressure for understanding problems in a new way. • Exploration and experimentation with different types of Visual Arts : painting printing, collage, cartoon | Syllabus Revise |
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| | | Use of social media: YouTube, Blog, twitter. | making, photography, clay modelling, model making, pottery, puppetry, rangoli, paper art. Unit V : ICT in drama and art in education <ul style="list-style-type: none"> • Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation. • Use of ICT in drama and art in education: Computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: YouTube, Blog, twitter. | |
| B.Ed.-301 | Gender, School and Society Unit I : Gender Issues : Key Concepts <ul style="list-style-type: none"> • Gender, Sexuality, Patriarchy, Masculinity and Feminity • Gender Bias, Gender Stereotyping and empowerment • Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region. • Issues and Concerns of Transgender Unit II : Socialization Processes in India : Family, School and Society <ul style="list-style-type: none"> • Gender Identities and Socialization Practices in different types of families in India. • Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighbourhood and School and in other formal and informal institutions. Unit III : Gender Issues in Curriculum <ul style="list-style-type: none"> • Gender, Culture and Institution : Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence : | Gender, School and Society Unit I : Gender Issues : Key Concepts <ul style="list-style-type: none"> • Gender, Sexuality, Patriarchy, Masculinity and Feminity • Gender Bias, Gender Stereotyping and empowerment • Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region. • Issues and Concerns of Transgender Unit II : Socialization Processes in India : Family, School and Society <ul style="list-style-type: none"> • Gender Identities and Socialization Practices in different types of families in India. • Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighbourhood and School and in other formal and informal institutions. Unit III : Gender Issues in Curriculum <ul style="list-style-type: none"> • Gender, Culture and Institution : Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence : | | |

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| | | <p>An Analysis – Gender and the hidden curriculum – Gender in Text and Classroom processes – Teacher as an agent of change – Life skills and sexuality.</p> <p>Unit IV : Gender Studies : Historical Perspectives on Education</p> <ul style="list-style-type: none"> Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women. <p>Unit V : Constitutional Commitments</p> <ul style="list-style-type: none"> Reports of Commissions and Committees, Policy initiatives Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society. | <p>An Analysis – Gender and the hidden curriculum – Gender in Text and Classroom processes – Teacher as an agent of change – Life skills and sexuality.</p> <p>Unit IV : Gender Studies : Historical Perspectives on Education</p> <ul style="list-style-type: none"> Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women. <p>Unit V : Constitutional Commitments</p> <ul style="list-style-type: none"> Reports of Commissions and Committees, Policy initiatives Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society. | |
| B.Ed.-302 | <p>Knowledge and Curriculum (Part-2)</p> <p>Unit I : Child’s Construction of Knowledge</p> <ul style="list-style-type: none"> Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: <ul style="list-style-type: none"> (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge Concepts of Belief, Information, Knowledge and Understanding <p>Unit II : Curriculum Planning and Transaction</p> <ul style="list-style-type: none"> Construction of Curriculum Models of Curriculum | <p>Knowledge and Curriculum (Part-2)</p> <p>Unit I : Child’s Construction of Knowledge</p> <ul style="list-style-type: none"> Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: <ul style="list-style-type: none"> (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge (d) Scientific knowledge Vs Religious knowledge Concepts of Belief, Information, Knowledge and Understanding <p>Unit II : Curriculum Planning and Transaction</p> | Syllabus Revise | |

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| | | <p>Development given by Franklin Bobbit, Ralph Tyler.</p> <p>Unit III : Curriculum Tansaction</p> <ul style="list-style-type: none"> • Role of a teacher in knowledge construction through Dialogue, Challenge and Feedback as a Critical Pedagogue <p>Unit IV : School: The Site of Curriculum Engagement</p> <ul style="list-style-type: none"> • Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively. <p>Unit V : School Culture</p> <ul style="list-style-type: none"> • School Culture and organizational ethos as the context for Teachers' work. • Teacher's role and support is "Developing Curriculum, Transacting curriculum and Researching Curriculum": Realities and expectations. | <ul style="list-style-type: none"> • Construction of Curriculum • Models of Curriculum <p>Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson</p> <p>Unit III : Curriculum Tansaction</p> <ul style="list-style-type: none"> • Role of a teacher in knowledge construction through Dialogue, Challenge and Feedback as a Critical Pedagogue <p>Unit IV : School: The Site of Curriculum Engagement</p> <ul style="list-style-type: none"> • Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively. • Role of Infrastructural support in Teaching and Learning : Classroom seating Arrangement, Library, Laboratory, Playground, Canteen, etc. <p>Unit V : School Culture</p> <ul style="list-style-type: none"> • School Culture and organizational ethos as the context for Teachers' work. • Teacher's role and support is "Developing Curriculum, Transacting curriculum and Researching Curriculum": Realities and expectations. | |
| B.Ed.-303.1 | | <p>OPTIONAL COURSES (ANY ONE)</p> <p>1-PEACE EDUCATION</p> <p>Unit I : Concept of Peace</p> <ul style="list-style-type: none"> • Negative peace and Positive peace, • Negative Peace – Peace | <p>OPTIONAL COURSES (ANY ONE)</p> <p>1-PEACE EDUCATION</p> <p>Unit I : Concept of Peace</p> <ul style="list-style-type: none"> • Negative peace and Positive peace, • Negative Peace – Peace | |

as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, peace with Justice, Peace and Non-violent liberation technique (Satyagraha) and Disarmament.

- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit II : Introduction of Peace Education

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

as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, peace with Justice, Peace and Non-violent liberation technique (Satyagraha) and Disarmament.

- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit II : Introduction of Peace Education

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

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| | | <p>Unit III : Bases of Peace Education</p> <ul style="list-style-type: none"> • Becoming peace teacher acquisition of knowledge, values and attitudes. • Life skills required for Peace Education (WHO) • Areas of Peace Education: Conflict management, conservation of Environment • Challenges to Peace – Stress, Conflict, crimes, Terrorism, Violence and Modernization. • Strategies and Methods of teaching peace education – meditation, Yoga, Dramatization, Debate and etc. <p>Unit IV : Effective Teaching of Peace</p> <ul style="list-style-type: none"> • Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions. • Model of integrated Learning – Transactional Modalities – Cooperative Learning, Group Discussion, project work, Role play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis. | <p>Unit III : Bases of Peace Education</p> <ul style="list-style-type: none"> • Becoming peace teacher acquisition of knowledge, values and attitudes. • Life skills required for Peace Education (WHO) • Areas of Peace Education: Conflict management, conservation of Environment • Challenges to Peace – Stress, Conflict, crimes, Terrorism, Violence and Modernization. • Strategies and Methods of teaching peace education – meditation, Yoga, Dramatization, Debate and etc. <p>Unit IV : Effective Teaching of Peace</p> <ul style="list-style-type: none"> • Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions. • Model of integrated Learning – Transactional Modalities – Cooperative Learning, Group Discussion, project work, Role play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis. | |
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- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace Technology – Development of new tools, techniques, mechanisms and institutions for building up peace and engaging students in peace process.

Unit V : Transacting Peace Education & Role of Social Agencies

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education – UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother – Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace Technology – Development of new tools, techniques, mechanisms and institutions for building up peace and engaging students in peace process.

Unit V : Transacting Peace Education & Role of Social Agencies

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| | B.Ed.-303.2 | <p>2-GUIDANCE AND COUNSELING</p> <p>Unit I : Guidance in School</p> <ul style="list-style-type: none"> • Concept, Need and Meaning of Guidance. • Principles of Guidance. • Procedure of Guidance (steps). • Issues and problems of Guidance. • Role of School in Guidance. <p>Unit II : Areas, Tools and Techniques in Guidance</p> <ul style="list-style-type: none"> • Personal, Educational and Vocational Guidance. • Tools :- Records of students. • Cumulative Record. • Rating scale. • Psychological tests. • Questionnaire and Inventories. • Techniques in Guidance (a) Observation, (b) Interview (c) Sociometry. <p>Unit III : Counseling in School</p> <ul style="list-style-type: none"> • Concept, Need and Meaning of counseling. • Principles of Counseling. • Counseling process and role. • Directive, non-directive and eclectic counseling. • Qualities and role of a school counselor. <p>Unit IV : Tools and Techniques in Counseling</p> <ul style="list-style-type: none"> • Individual counseling and Group counseling. • Lectures, discussions and Dramatics as techniques in | <p>2-GUIDANCE AND COUNSELING</p> <p>Unit I : Guidance in School</p> <ul style="list-style-type: none"> • Concept, Need and Meaning of Guidance. • Principles of Guidance. • Procedure of Guidance (steps). • Issues and problems of Guidance. • Role of School in Guidance. <p>Unit II : Areas, Tools and Techniques in Guidance</p> <ul style="list-style-type: none"> • Personal, Educational and Vocational Guidance. • Tools :- Records of students. • Cumulative Record. • Rating scale. • Psychological tests. • Questionnaire and Inventories. • Techniques in Guidance (a) Observation, (b) Interview (c) Sociometry. <p>Unit III : Counseling in School</p> <ul style="list-style-type: none"> • Concept, Need and Meaning of counseling. • Principles of Counseling. • Counseling process and role. • Directive, non-directive and eclectic counseling. • Qualities and role of a school counselor. <p>Unit IV : Tools and Techniques in Counseling</p> <ul style="list-style-type: none"> • Individual counseling and Group counseling. • Lectures, discussions and Dramatics as techniques in | |

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| | | <p>counseling.</p> <ul style="list-style-type: none"> • Importance of follow up in counseling. • Counseling for the children with special needs. • Counseling for parents. <p>Unit V : Guidance and Counseling for Special Needs</p> <ul style="list-style-type: none"> • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under achiever. • Slow learners and first generation learners. • Guidance of learning disabled, Drug addicts and alcoholics. • De addiction centers, Career resource centre. • Evaluation of counseling. | <p>counseling.</p> <ul style="list-style-type: none"> • Importance of follow up in counseling. • Counseling for the children with special needs. • Counseling for parents. <p>Unit V : Guidance and Counseling for Special Needs</p> <ul style="list-style-type: none"> • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under achiever. • Slow learners and first generation learners. • Guidance of learning disabled, Drug addicts and alcoholics. • De addiction centers, Career resource centre. • Evaluation of counseling. | |
| | <p>B.Ed.-303.3</p> | <p>3-Environmental Education</p> <p>UNIT I : ENVIRONMENT & ECOLOGY</p> <ul style="list-style-type: none"> • Introduction to Environment and Ecology: Concept of Environment • Ecology, Biosphere, Community, Population, • Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest). <p>UNIT II : ENVIRONMENTAL EDUCATION</p> <ul style="list-style-type: none"> • Environmental Education: Meaning, Objectives, • Its need & importance • Principles of Environmental Education. <p>UNIT III : POLLUTION CONTROL</p> <ul style="list-style-type: none"> • Pollution Monitoring and Control: Concept of Pollution, • Types of Pollution – Air, Soil, Water and Noise Pollution, their sources • Effects, monitoring and control. <p>UNIT IV: Environmental Health and Safety</p> | <p>3-Environmental Education</p> <p>UNIT I : ENVIRONMENT & ECOLOGY</p> <ul style="list-style-type: none"> • Introduction to Environment and Ecology: Concept of Environment • Ecology, Biosphere, Community, Population, • Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest). <p>UNIT II : ENVIRONMENTAL EDUCATION</p> <ul style="list-style-type: none"> • Environmental Education: Meaning, Objectives, • Its need & importance • Principles of Environmental Education. <p>UNIT III : POLLUTION CONTROL</p> <ul style="list-style-type: none"> • Pollution Monitoring and Control: Concept of Pollution, • Types of Pollution – Air, Soil, Water and Noise Pollution, their sources • Effects, monitoring and control. <p>UNIT IV: Environmental Health and Safety</p> | |

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| | | <ul style="list-style-type: none"> • Concept of safety, health and environment • Diseases through pollution. • Management to control diseases. • Environmental Health & Human Society. <p>UNIT V: NATURAL RESOURCES MANAGEMENT</p> <ul style="list-style-type: none"> • Natural Resources Conservation and Management: definition Classification of Natural Resources, • Their Conservation and Management. • Wildlife Conservation & disaster management. • Carrying out a Project on Environment and preparing its detailed report. | <ul style="list-style-type: none"> • Concept of safety, health and environment • Diseases through pollution. • Management to control diseases. • Environmental Health & Human Society. <p>UNIT V: NATURAL RESOURCES MANAGEMENT</p> <ul style="list-style-type: none"> • Natural Resources Conservation and Management: definition Classification of Natural Resources, • Their Conservation and Management. • Wildlife Conservation & disaster management. • Carrying out a Project on Environment and preparing its detailed report. | |
| B.Ed.-303.4 | <p>4-Health and Physical Education</p> <p>Unit I : Concept of Health</p> <ul style="list-style-type: none"> • Introduction, Definition and Meaning of Health • Dimensions of health • Determinants of health • Importance of balanced diet <p>Unit II : Health and Programme</p> <ul style="list-style-type: none"> • School health Programme • Role of teacher in development of health • Health Hygienic Education <p>Unit III : Physical Education</p> <ul style="list-style-type: none"> • Introduction, Definition and Meaning of Physical Education • Objectives of Physical Education • Scope of Physical Education & allied areas in Physical Education <p>Unit IV : Physical Fitness</p> <ul style="list-style-type: none"> • Definition, Meaning, Types and factors of Physical fitness • Factors affecting physical fitness • Benefits Physical Fitness | <p>4-Health and Physical Education</p> <p>Unit I : Concept of Health</p> <ul style="list-style-type: none"> • Introduction, Definition and Meaning of Health • Dimensions of health • Determinants of health • Importance of balanced diet <p>Unit II : Health and Programme</p> <ul style="list-style-type: none"> • School health Programme • Role of teacher in development of health • Health Hygienic Education <p>Unit III : Physical Education</p> <ul style="list-style-type: none"> • Introduction, Definition and Meaning of Physical Education • Objectives of Physical Education • Scope of Physical Education & allied areas in Physical Education <p>Unit IV : Physical Fitness</p> <ul style="list-style-type: none"> • Definition, Meaning, Types and factors of Physical fitness • Factors affecting physical fitness • Benefits Physical Fitness | | |

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| | | <ul style="list-style-type: none"> Physical Education and Sports <p>Unit V : Physical Fitness and Education</p> <ul style="list-style-type: none"> Need & Importance of physical activities at school level (Secondary and Senior Secondary) Techniques and methods of Assessment of physical fitness | <ul style="list-style-type: none"> Physical Education and Sports <p>Unit V : Physical Fitness and Education</p> <ul style="list-style-type: none"> Need & Importance of physical activities at school level (Secondary and Senior Secondary) Techniques and methods of Assessment of physical fitness | |
| B.Ed.-304 | | <p>Assessment of Learning</p> <p>Unit I : Basic Concepts and Overview</p> <ul style="list-style-type: none"> Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms : (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm. Significance of assessment for learning Self assessment and peer assessment <p>Unit II : Analysis of Existing practices of Assessment</p> <ul style="list-style-type: none"> Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group <p>Unit III : Assessment in the Classroom and Record Keeping</p> <ul style="list-style-type: none"> Expanding notions of learning in a constructivist perspective. Ability to develop indicators for assessment. Tasks for assessment: projects, assignments. | <p>Assessment of Learning</p> <p>Unit I : Basic Concepts and Overview</p> <ul style="list-style-type: none"> Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms : (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm. (c) socio-culture list paradigm; distinction between 'assessment of learning' and assessment for learning; assessment as a basis for taking pedagogic decisions. Significance of assessment for learning Self assessment and peer assessment <p>Unit II : Analysis of Existing practices of Assessment</p> <ul style="list-style-type: none"> Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) c) Open Book Examination Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group <p>Unit III : Assessment in the Classroom and Record Keeping</p> | Syllabus Revise |

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| | | <ul style="list-style-type: none"> Formulating tasks and questions that engage the learner and demonstrate the process of thinking. Scope for original responses, observation of learning processes by self, by peers, by teacher <p>Unit IV : Interpreting Test Scores</p> <ul style="list-style-type: none"> Measures of Central Tendency : Mean, Median ,Mode Measures of Variability : Quartile Deviation, Standard Deviation Percentile and Percentile Rank Co-efficient of Correlation by Spearman’s Rank Difference method Standard Scores: Z and T (Concept only) Graphical representation of data: Histogram, Frequency polygon Normal Probability Curve: Properties, Uses Skewness and Kurtosis Mode of Transaction: Lecture cum Discussion Group Discussion Cooperative Learning Student Presentation (PPT) Assignments School Visit Seminar <p>Unit V : Feedback</p> <ul style="list-style-type: none"> Feedback as an essential component of assessment; types of teacher feedback (written and oral) Feedback to students and feedback to parents; peers’ feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile. Challenges of assessment | <ul style="list-style-type: none"> Expanding notions of learning in a constructivist perspective. Ability to develop indicators for assessment. Tasks for assessment: projects, assignments. Formulating tasks and questions that engage the learner and demonstrate the process of thinking. Scope for original responses, observation of learning processes by self, by peers, by teacher Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers diaries, and group activities for assessment. <p>Unit IV : Interpreting Test Scores</p> <ul style="list-style-type: none"> Measures of Central Tendency : Mean, Median ,Mode Measures of Variability : Quartile Deviation, Standard Deviation Percentile and Percentile Rank Co-efficient of Correlation by Spearman’s Rank Difference method Standard Scores: Z and T (Concept only) Graphical representation of data: Histogram, Frequency polygon Normal Probability Curve: Properties, Uses Skewness and Kurtosis Mode of Transaction: Lecture cum Discussion Group Discussion Cooperative Learning Student Presentation (PPT) Assignments School Visit Seminar <p>Unit V : Feedback</p> <ul style="list-style-type: none"> Feedback as an essential component of assessment; types of teacher feedback (written and oral) Feedback to students and feedback to parents; peers’ feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile. Challenges of assessment | |
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| | <p>B.Ed.-305</p> | <p>(EPC -3) Critical Understanding of ICT Unit I : Information Communication Technology in Education</p> <ul style="list-style-type: none"> • Concept, Importance, Meaning & Nature of Information & Communication Technology. • Need of Information & Communication Technology in Education. • Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology • Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management • Challenges in integrating Information communication Technology in school Education. <p>Unit II : Introduction to Computer</p> <ul style="list-style-type: none"> ❖ General awareness about functioning of Computer <ul style="list-style-type: none"> • Generation, Characteristics, Types of computers and uses of Computer • Brief introduction of working computer using the block diagram. ❖ Hardware <ul style="list-style-type: none"> • Input device- Key Board, Mouse, Scanner, Microphone and digital Camera • Output device- Monitor, Printer, Speaker and Screen Image projector • Storage device – Hard Disk, CD & DVD and Mass Storage Device (Pen drive) <p>Unit III : Computer Software</p> <ul style="list-style-type: none"> • Operating System – Concept and function • Application software (Its | <p>(EPC -3) Critical Understanding of ICT Unit I : Information Communication Technology in Education</p> <ul style="list-style-type: none"> • Concept, Importance, Meaning & Nature of Information & Communication Technology. • Need of Information & Communication Technology in Education. • Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology • Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management • Challenges in integrating Information communication Technology in school Education. <p>Unit II : Introduction to Computer</p> <ul style="list-style-type: none"> ❖ General awareness about functioning of Computer <ul style="list-style-type: none"> • Generation, Characteristics, Types of computers and uses of Computer • Brief introduction of working computer using the block diagram. ❖ Hardware <ul style="list-style-type: none"> • Input device- Key Board, Mouse, Scanner, Microphone and digital Camera • Output device- Monitor, Printer, Speaker and Screen Image projector • Storage device – Hard Disk, CD & DVD and Mass Storage Device (Pen drive) <p>Unit III : Computer Software</p> <ul style="list-style-type: none"> • Operating System – Concept and function • Application software (Its | |
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| | | <p>uses in education)</p> <ul style="list-style-type: none"> • Word Processors • Power point presentation • Spread sheet • Viruses & their management <p>Unit IV : ICT supported teaching/learning strategies, Internet and Intranet</p> <ul style="list-style-type: none"> ❖ CAL – Computer Assisted Learning ❖ PBL – Project Aided Learning ❖ Technology Aided learning <p>Unit V : E- Learning</p> <ul style="list-style-type: none"> ❖ E- Learning -Concept & Nature ❖ Web Based Learning ❖ Virtual Classroom ❖ Concept, need & importance ❖ Facilities available for Communication <ul style="list-style-type: none"> • Email, Chat and online conferencing • E- Library, websites, blog, Wikipedia ❖ Search Engines- Concept and uses | <p>uses in education)</p> <ul style="list-style-type: none"> • Word Processors • Power point presentation • Spread sheet • Viruses & their management <p>Unit IV : ICT supported teaching/learning strategies, Internet and Intranet</p> <ul style="list-style-type: none"> ❖ CAL – Computer Assisted Learning ❖ PBL – Project Aided Learning ❖ Technology Aided learning <p>Unit V : E- Learning</p> <ul style="list-style-type: none"> ❖ E- Learning -Concept & Nature ❖ Web Based Learning ❖ Virtual Classroom ❖ Concept, need & importance ❖ Facilities available for Communication <ul style="list-style-type: none"> • Email, Chat and online conferencing • E- Library, websites, blog, Wikipedia ❖ Search Engines- Concept and uses | |
| B.Ed.403(1) | <p>Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal period. Importance of Art in Life and Education Principles of Art. Unit II : Aims and Elements of Art Aims and objective of teaching Art. Elements of Art Art & Society (a) Stages of Development in Child Art (b) Principles of curriculum construction at secondary level Qualities of Good Poster Design – its meaning & types Colour – Types and effects Importance of Colours in life</p> | <p>Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal period. Importance of Art in Life and Education Principles of Art. Unit II : Aims and Elements of Art Aims and objective of teaching Art. Elements of Art Art & Society (a) Stages of Development in Child Art (b) Principles of curriculum construction at secondary level Qualities of Good Poster Design – its meaning & types Colour – Types and effects Importance of Colours in life</p> | | |

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| | | <p>Elements of Good Landscape</p> <p>Appreciation of Art</p> <p>Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation with other school subjects</p> <p>Six limbs of Indian Art (Shadanga)</p> <p>Importance of Field trips and Excursions in Art</p> <p>The importance of Exhibitions & Competitions in encouraging creative expression among students</p> <p>Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher</p> <p>Methods of teaching art</p> <p>Lecture cum Demonstration method</p> <p>Direct Observation method</p> <p>Method of imagination and free expression</p> <p>Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral</p> <p>Importance of art Room and its requirements.</p> <p>Unit V : Planning of Art Teaching Micro teaching</p> <p>Yearly, Unit & Lesson planning to teach:</p> <p>Still life, Design, Landscape, Composition, Poster</p> | <p>Elements of Good Landscape</p> <p>Appreciation of Art</p> <p>Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation with other school subjects</p> <p>Six limbs of Indian Art (Shadanga)</p> <p>Importance of Field trips and Excursions in Art</p> <p>The importance of Exhibitions & Competitions in encouraging creative expression among students</p> <p>Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher</p> <p>Methods of teaching art</p> <p>Lecture cum Demonstration method</p> <p>Direct Observation method</p> <p>Method of imagination and free expression</p> <p>Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral</p> <p>Importance of art Room and its requirements.</p> <p>Unit V : Planning of Art Teaching Micro teaching</p> <p>Yearly, Unit & Lesson planning to teach:</p> <p>Still life, Design, Landscape, Composition, Poster</p> | |
| | B.Ed.403(2) | <p>Pedagogy of Civics Unit I : Nature and Scope of Civics</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. • Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. • A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. • Approaches: Current events Approach, mass-media Approach, | <p>Pedagogy of Civics Unit I : Nature and Scope of Civics</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. • Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. • A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. • Approaches: Current events Approach, mass-media Approach, | |

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| | <p>interdisciplinary Approach, constructivism Approach</p> <p>Unit II : Teaching Models and Methods</p> <ul style="list-style-type: none"> • Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model • Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method • Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning. • Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. <p>Unit III : Role of Teaching</p> <p>3.1 a. Teacher as an agent of social change in multicultural multilingual Society.</p> <p>b. Teacher as a facilitator.</p> <p>c. Qualities and professional growth of a Civics Teacher to face challenges of present era.</p> <p>d. Teacher as a Reflective Practitioner and a Researcher.</p> <p>3.2 Learning Resources:</p> <p>a. Print Media</p> <p>b. Electronic Media</p> <p>c. Multi Media</p> <p>d. Visuals</p> <p>3.3</p> <p>a. Use of community resources</p> <p>b. Civics resources center</p> <p>c. Co-Scholastic activities based on school curriculum</p> <p>d. Civics club</p> <p>Unit IV : Political Structure and Content Analysis</p> <p>4.1 Local, State and National Political Structure in India:</p> <p>a. Education for Citizenship.</p> <p>b. Political Science in the global context.</p> | <p>interdisciplinary Approach, constructivism Approach</p> <p>Unit II : Teaching Models and Methods</p> <ul style="list-style-type: none"> • Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model • Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method • Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning. • Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. <p>Unit III : Role of Teaching</p> <p>3.1 a. Teacher as an agent of social change in multicultural multilingual Society.</p> <p>b. Teacher as a facilitator.</p> <p>c. Qualities and professional growth of a Civics Teacher to face challenges of present era.</p> <p>d. Teacher as a Reflective Practitioner and a Researcher.</p> <p>3.2 Learning Resources:</p> <p>a. Print Media</p> <p>b. Electronic Media</p> <p>c. Multi Media</p> <p>d. Visuals</p> <p>3.3</p> <p>a. Use of community resources</p> <p>b. Civics resources center</p> <p>c. Co-Scholastic activities based on school curriculum</p> <p>d. Civics club</p> <p>Unit IV : Political Structure and Content Analysis</p> <p>4.1 Local, State and National Political Structure in India:</p> <p>a. Education for Citizenship.</p> <p>b. Political Science in the global context.</p> | |
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| | <p>c. Human right / Child right / Woman's right</p> <p>d. Peace and conflict resolution.</p> <p>e. Educational technology and political science (Civics)</p> <p>f. Gender issue in civics</p> <p>g. Content Analysis of Civics</p> <p>Textbooks of Secondary level</p> <p>4.2 Use of Library and other instructional materials</p> <p>Unit V : Assessment and Evaluation</p> <p>5.1 Evaluation in Civics:</p> <p>a. Preparation of challenging assignments.</p> <p>b. Criteria for assessing written and practical work in Civics.</p> <p>5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.</p> | <p>c. Human right / Child right / Woman's right</p> <p>d. Peace and conflict resolution.</p> <p>e. Educational technology and political science (Civics)</p> <p>f. Gender issue in civics</p> <p>g. Content Analysis of Civics</p> <p>Textbooks of Secondary level</p> <p>4.2 Use of Library and other instructional materials</p> <p>Unit V : Assessment and Evaluation</p> <p>5.1 Evaluation in Civics:</p> <p>a. Preparation of challenging assignments.</p> <p>b. Criteria for assessing written and practical work in Civics.</p> <p>5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.</p> | |
| B.Ed. 204(3) | <p>Pedagogy of Home Science</p> <p>Unit I : Nature, Scope and Objective</p> <p>Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.</p> <p>Unit II : Teaching Methods of Home Science</p> <p>e. Micro teaching skills relevant in Home Science</p> <p>f. Lesson Planning: Meaning,</p> | <p>Pedagogy of Home Science</p> <p>Unit I : Nature, Scope and Objective</p> <p>Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.</p> <p>Unit II : Teaching Methods of Home Science</p> <p>g. Micro teaching skills relevant in Home Science</p> <p>h. Lesson Planning: Meaning,</p> | |

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| | | <p>importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.</p> <p>Unit III : Teaching Planning and Role of Teacher Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.</p> <p>Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.</p> <p>Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.</p> | <p>importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.</p> <p>Unit III : Teaching Planning and Role of Teacher Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.</p> <p>Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.</p> <p>Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.</p> | |
| B.Ed.403(4) | <p>Pedagogy of Economics Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. • Importance of economics in school curriculum. • Aims and objectives of teaching | <p>Pedagogy of Economics Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. • Importance of economics in school curriculum. • Aims and objectives of teaching | | |

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| | <p>economics at different level.</p> <ul style="list-style-type: none"> • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. • Correlation of economics with school subjects. <p>Unit II : Curriculum and planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum. • Concepts and Principles of Constructing Curriculum of Economics. • Critical Analysis of the existing syllabus. <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Micro Teaching, Content Analysis • Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps. • Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method • Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study <p>Unit IV : Teacher, Text Book, Teaching Aids</p> <ul style="list-style-type: none"> • Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) • Economics Room – Importance and Equipments. • Teacher of Economics – Importance, Qualities and Competence. • Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test • Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and | <p>economics at different level.</p> <ul style="list-style-type: none"> • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. • Correlation of economics with school subjects. <p>Unit II : Curriculum and planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum. • Concepts and Principles of Constructing Curriculum of Economics. • Critical Analysis of the existing syllabus. <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Micro Teaching, Content Analysis • Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps. • Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method • Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study <p>Unit IV : Teacher, Text Book, Teaching Aids</p> <ul style="list-style-type: none"> • Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) • Economics Room – Importance and Equipments. • Teacher of Economics – Importance, Qualities and Competence. • Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test • Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and | |
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| | | <p>concept of evaluation.</p> <ul style="list-style-type: none"> • Objective of based evaluation • Preparation of achievement test- <ul style="list-style-type: none"> ➤ Various types of question ➤ Blue Print ➤ Preparation of question paper | <p>concept of evaluation.</p> <ul style="list-style-type: none"> • Objective of based evaluation • Preparation of achievement test- <ul style="list-style-type: none"> ➤ Various types of question ➤ Blue Print ➤ Preparation of question paper | |
| B.Ed. 403(5) | <p>Pedagogy of English Unit I : Foundation of English Language Teaching</p> <ul style="list-style-type: none"> • Concept of language, language acquisition, language learning. • Forms of English – formal, informal, written and spoken • Importance of teaching English • Principles of second language teaching • Difference between teaching of content based subjects and skills based subjects • Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence <p>Unit II : Teaching of English Language Skills</p> <ul style="list-style-type: none"> • Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening • Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. • Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive | <p>Pedagogy of English Unit I : Foundation of English Language Teaching</p> <ul style="list-style-type: none"> • Concept of language, language acquisition, language learning. • Forms of English – formal, informal, written and spoken • Importance of teaching English • Principles of second language teaching • Difference between teaching of content based subjects and skills based subjects • Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence <p>Unit II : Teaching of English Language Skills</p> <ul style="list-style-type: none"> • Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening • Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. • Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive | | |

reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

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

Unit III : Methodology and Planning of English Language Teaching

- Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition – Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons – Components of poetry – The place of poetry teaching in school curriculum – Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and

reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

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

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| | | <p>passive voice, Direct and indirect speech, Punctuations.</p> <p>Unit IV : Resources in English Language Teaching</p> <ul style="list-style-type: none"> • Concept and use of A.V. aids in the teaching of English • Resources for Teaching and learning, English – Text books, work books, teacher’s hand books, charts, pictures, flash cards, flannel board, tape – recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and media for language development, Qualities, Responsibilities and Professional ethics of language teacher. <p>Unit V : Assessment and Evaluation in English</p> <ul style="list-style-type: none"> • Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. | <p>passive voice, Direct and indirect speech, Punctuations.</p> <p>Unit IV : Resources in English Language Teaching</p> <ul style="list-style-type: none"> • Concept and use of A.V. aids in the teaching of English • Resources for Teaching and learning, English – Text books, work books, teacher’s hand books, charts, pictures, flash cards, flannel board, tape – recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and media for language development, Qualities, Responsibilities and Professional ethics of language teacher. <p>Unit V : Assessment and Evaluation in English</p> <ul style="list-style-type: none"> • Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. | |
| B.Ed.403(6) | | <p>Unit I : Nature and Structure of Geography</p> <p>1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography:</p> <ul style="list-style-type: none"> (m) Geography as a description of the earth. (n) Geography as a study of natural phenomena and their effect on man. (o) Geography as a study of Landscape-Physical and cultural. (p) Geography as a study of real difference. (q) Geography as a study of spatial relationships. (r) Geography as a study of unifying and integrating discipline. <p>1.2 Aims and objectives of Geography:</p> | <p>Unit I : Nature and Structure of Geography</p> <p>1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography:</p> <ul style="list-style-type: none"> (s) Geography as a description of the earth. (t) Geography as a study of natural phenomena and their effect on man. (u) Geography as a study of Landscape-Physical and cultural. (v) Geography as a study of real difference. (w) Geography as a study of spatial relationships. (x) Geography as a study of unifying and integrating discipline. <p>1.2 Aims and objectives of Geography:</p> | |

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| | <p>Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.</p> <p>1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.</p> <p>Unit II : Methods and Model of Teaching Geographyp</p> <p>2.1 Models of teaching in reference of Geography teaching:</p> <ul style="list-style-type: none"> • Concept Attainment model • Value Attainment model • Inquire model • Discovery model <p>2.2 Methods of teaching:</p> <ul style="list-style-type: none"> • Problem solving • Regional method • Project method • Supervised study • Laboratory method • Demonstration method • Inductive & Deductive method <p>2.3 Innovative Practices :</p> <ul style="list-style-type: none"> • Brain-storming method • Co-operative-learning • Experimental-learning <p>2.4 Planning:</p> <ul style="list-style-type: none"> • Content Analysis • Annual Plan • Unit Plan • Lesson Plan <p>Unit III : Planing of Instruction and Role of Teacher</p> <p>3.1</p> <ul style="list-style-type: none"> • Role of a teacher for conservation of natural resources & environment. • Teacher as a facilitator • Qualities and professional growth of a geography teacher to face an ecological challenge of present era. • Teacher as a Reflective Practitioner and a Researcher. <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> • Print Media • Electronic Media • Multi Media • Visuals <p>3.3</p> <ul style="list-style-type: none"> • Use of community resources | <p>Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.</p> <p>1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.</p> <p>Unit II : Methods and Model of Teaching Geographyp</p> <p>2.1 Models of teaching in reference of Geography teaching:</p> <ul style="list-style-type: none"> • Concept Attainment model • Value Attainment model • Inquire model • Discovery model <p>2.2 Methods of teaching:</p> <ul style="list-style-type: none"> • Problem solving • Regional method • Project method • Supervised study • Laboratory method • Demonstration method • Inductive & Deductive method <p>2.3 Innovative Practices :</p> <ul style="list-style-type: none"> • Brain-storming method • Co-operative-learning • Experimental-learning <p>2.4 Planning:</p> <ul style="list-style-type: none"> • Content Analysis • Annual Plan • Unit Plan • Lesson Plan <p>Unit III : Planing of Instruction and Role of Teacher</p> <p>3.1</p> <ul style="list-style-type: none"> • Role of a teacher for conservation of natural resources & environment. • Teacher as a facilitator • Qualities and professional growth of a geography teacher to face an ecological challenge of present era. • Teacher as a Reflective Practitioner and a Researcher. <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> • Print Media • Electronic Media • Multi Media • Visuals <p>3.3</p> <ul style="list-style-type: none"> • Use of community resources | |
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| | | <ul style="list-style-type: none"> • Field Trips : Local & Regional • Geography resource center • Co-scholastic activities based on school curriculum • Geography club <p>Unit IV : Resources in Geography Teaching</p> <p>4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism.</p> <p>4.2 a. Content Analysis of Textbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography.</p> <p>Unit V : Assessment in Geography</p> <p>5.1 Preparation of Challenging assignments</p> <p>5.2 Criteria for assessing written and practical work in civics.</p> <p>5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.</p> | <ul style="list-style-type: none"> • Field Trips : Local & Regional • Geography resource center • Co-scholastic activities based on school curriculum • Geography club <p>Unit IV : Resources in Geography Teaching</p> <p>4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism.</p> <p>4.2 a. Content Analysis of Textbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography.</p> <p>Unit V : Assessment in Geography</p> <p>5.1 Preparation of Challenging assignments</p> <p>5.2 Criteria for assessing written and practical work in civics.</p> <p>5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.</p> | |
| B.Ed. 403 (7) | | <p>हिन्दी शिक्षण इकाई –प्रथम – भाषा की भूमिका स्थिति</p> <ul style="list-style-type: none"> • भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) • भाषायी कौशलों के विकास – (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ङ) अभिव्यक्ति (मौखिक व लिखित) • हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी • मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति • भाषा का समाज में स्थान • हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति <p>इकाई –द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> • शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण • सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना • नवाचार और भाषा शिक्षण की प्रणाली • विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, | <p>हिन्दी शिक्षण इकाई –प्रथम – भाषा की भूमिका स्थिति</p> <ul style="list-style-type: none"> • भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) • भाषायी कौशलों के विकास – (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ङ) अभिव्यक्ति (मौखिक व लिखित) • हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी • मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति • भाषा का समाज में स्थान • हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति <p>इकाई –द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> • शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण • सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना • नवाचार और भाषा शिक्षण की प्रणाली • विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, | |

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| | <p>कठपुतली, नोटकी, सेमीनार कार्यशाला, हरिकथा, कहानी</p> <ul style="list-style-type: none"> संचार माध्यम – प्रिंट मीडिया-समाचार पत्र पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा प्रयोगशाला <p>इकाई –तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था</p> <ul style="list-style-type: none"> भाषा शिक्षण की विधियाँ-भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन। भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन। भाषायी व्यवस्थाएँ- सार्वभौमिक व्याकरण की संकल्पना-अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। <p>इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री</p> <ul style="list-style-type: none"> पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण <p>इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> हिन्दी शिक्षण में मूल्यांकन- (अ) भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो। (ब) प्रश्नों का स्वरूप –समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशी सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न-पत्र निर्माण एवं नीलपत्र | <p>कठपुतली, नोटकी, सेमीनार कार्यशाला, हरिकथा, कहानी</p> <ul style="list-style-type: none"> संचार माध्यम – प्रिंट मीडिया-समाचार पत्र पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा प्रयोगशाला <p>इकाई –तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था</p> <ul style="list-style-type: none"> भाषा शिक्षण की विधियाँ-भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन। भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन। भाषायी व्यवस्थाएँ- सार्वभौमिक व्याकरण की संकल्पना-अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। <p>इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री</p> <ul style="list-style-type: none"> पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण <p>इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> हिन्दी शिक्षण में मूल्यांकन- (अ) भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो। (ब) प्रश्नों का स्वरूप –समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशी सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न-पत्र निर्माण एवं नीलपत्र | |
| B.Ed. 403(8) | <p>Pedagogy of History Unit I : Nature Scope and Objective</p> <p>1.9 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.</p> <p>1.10Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social</p> | <p>Pedagogy of History Unit I : Nature Scope and Objective</p> <p>1.13 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.</p> <p>1.14Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social</p> | |

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| | <p>and Natural Science and Literature</p> <p>1.11A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.12 Approaches: Current events approach, Mass – Media Approach, Interdisciplinary Approach, Constructivism Approach.</p> <p>Unit II : Teaching Methods of Planning</p> <p>2.1 Models of teaching:</p> <ul style="list-style-type: none"> (a) Discovery model (b) Value Attainment model (c) Enquiry model <p>2.2 Methods of teaching</p> <ul style="list-style-type: none"> (a) Lecture method (b) Project method (c) Supervised Study (d) Story Telling method (e) Biographical method (f) Source method <p>2.3 Innovative Practices</p> <ul style="list-style-type: none"> (a) Brain-storming (b) Dramatization (c) Co-operative-learning (d) Experiential-learning <p>2.4 Planning</p> <ul style="list-style-type: none"> (a) Annual plan (b) Unit plan (c) Lesson plan <p>Unit III : Teaching Aids and Resources</p> <p>3.1 Teacher as a transformer of cultural & Historical Heritage:</p> <ul style="list-style-type: none"> (a) Teacher as a facilitator (b) Qualities and professional growth of a history teacher to face challenges of present era. (c) Teacher as a Reflective Practitioner and a Researcher <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> (a) Print Media (b) Electronic Media (c) Multi Media (d) Visuals <p>3.3</p> <ul style="list-style-type: none"> (a) Use of community resources (b) Field Trips (c) History resources center (d) Co-scholastic activities based on school curriculum (e) History club <p>Unit IV : Teaching Text Book and Concept Analysis</p> <p>4.1</p> | <p>and Natural Science and Literature</p> <p>1.15A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.</p> <p>1.16 Approaches: Current events approach, Mass – Media Approach, Interdisciplinary Approach, Constructivism Approach.</p> <p>Unit II : Teaching Methods of Planning</p> <p>2.1 Models of teaching:</p> <ul style="list-style-type: none"> (a) Discovery model (b) Value Attainment model (c) Enquiry model <p>2.2 Methods of teaching</p> <ul style="list-style-type: none"> (a) Lecture method (b) Project method (c) Supervised Study (d) Story Telling method (e) Biographical method (f) Source method <p>2.3 Innovative Practices</p> <ul style="list-style-type: none"> (a) Brain-storming (b) Dramatization (c) Co-operative-learning (d) Experiential-learning <p>2.4 Planning</p> <ul style="list-style-type: none"> (a) Annual plan (b) Unit plan (c) Lesson plan <p>Unit III : Teaching Aids and Resources</p> <p>3.1 Teacher as a transformer of cultural & Historical Heritage:</p> <ul style="list-style-type: none"> (a) Teacher as a facilitator (b) Qualities and professional growth of a history teacher to face challenges of present era. (c) Teacher as a Reflective Practitioner and a Researcher <p>3.2 Learning Resources</p> <ul style="list-style-type: none"> (a) Print Media (b) Electronic Media (c) Multi Media (d) Visuals <p>3.3</p> <ul style="list-style-type: none"> (a) Use of community resources (b) Field Trips (c) History resources center (d) Co-scholastic activities based on school curriculum (e) History club <p>Unit IV : Teaching Text Book and Concept Analysis</p> <p>4.1</p> | |
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| | | <p>(a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.</p> <p>(b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history.</p> <p>4.2</p> <p>(a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.</p> <p>(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.</p> <p>4.3</p> <p>(a) Content Analysis of History Textbooks at Secondary level.</p> <p>(b) Use of library and other instructional materials & Source: Primary and Secondary.</p> <p>Unit V : Assessment in History</p> <ul style="list-style-type: none"> • Preparation of Challenging assignments. • Criteria for assessing written and practical work in History. • Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. | <p>(a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.</p> <p>(b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history.</p> <p>4.2</p> <p>(a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.</p> <p>(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.</p> <p>4.3</p> <p>(a) Content Analysis of History Textbooks at Secondary level.</p> <p>(b) Use of library and other instructional materials & Source: Primary and Secondary.</p> <p>Unit V : Assessment in History</p> <ul style="list-style-type: none"> • Preparation of Challenging assignments. • Criteria for assessing written and practical work in History. • Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. | |
| | B.Ed.403(9) | <p>Pedagogy of Mathematics</p> <p>Unit I : Nature and Structure of Mathematics</p> <p>m. Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical</p> <p>n. History of Mathematics education: Ancient period to 21st century</p> <p>o. Contributions of eminent Mathematicians (Western and Indian – 4 each)</p> <p>p. Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry</p> | <p>Pedagogy of Mathematics</p> <p>Unit I : Nature and Structure of Mathematics</p> <p>s. Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical</p> <p>t. History of Mathematics education: Ancient period to 21st century</p> <p>u. Contributions of eminent Mathematicians (Western and Indian – 4 each)</p> <p>v. Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry</p> | |

- q. Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction
- r. Euclidean geometry and its criticisms – emergence of non Euclidean Geometry

Unit II : Objectives and Approaches of Teaching Mathematics

- g. Aims and objectives of Teaching Mathematics: At primary, Secondary and Higher Secondary levels – Goals of mathematics education – Mathematical skills: calculations, Geometrical, and interpreting graphs – Mathematical abilities – problem solving ability.
- h. Approaches to teaching Mathematics: Behaviorist approach, constructivist approach
- i. Process oriented approach, competency based approach, Realistic mathematics education

Unit III : Methods and Model of Teaching Mathematics

- i. Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and Laboratory methods. Co-operative, constructivism method.
- j. Techniques of Teaching Mathematics: Questioning, Brain storming, role playing. Simulation.
- k. Non – formal techniques of learning mathematics
- l. Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

Unit IV : Pedagogical Content Knowledge of Mathematics

- k. Concept of pedagogic content knowledge (PCK)

- w. Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction
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Unit IV : Pedagogical Content Knowledge of Mathematics

- p. Concept of pedagogic content knowledge (PCK)

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| | | <p>l. Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.: - content analysis, Listing pre-requisites, instructional objectives and task analysis.</p> <p>m. Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.</p> <p>n. Analyzing and selecting suitable evaluation strategies</p> <p>o. Identifying the misconceptions and appropriate remedial strategies</p> <p>Unit V : Technology in Mathematics Education</p> <p>g. Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.</p> <p>h. E-content development concept, formats, steps for preparation</p> <p>i. A survey of software used in mathematics teaching and learning.</p> | <p>q. Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.: - content analysis, Listing pre-requisites, instructional objectives and task analysis.</p> <p>r. Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.</p> <p>s. Analyzing and selecting suitable evaluation strategies</p> <p>t. Identifying the misconceptions and appropriate remedial strategies</p> <p>Unit V : Technology in Mathematics Education</p> <p>j. Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.</p> <p>k. E-content development concept, formats, steps for preparation</p> <p>l. A survey of software used in mathematics teaching and learning.</p> | |
| B.Ed.403(10) | <p>संस्कृत शिक्षण इकाई –प्रथम – भाषा की भूमिका एवं स्थिति</p> <ul style="list-style-type: none"> संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा – (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु-भाषीय कक्षा कक्षा भारत में संस्कृत भाषा की स्थिति (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351 (2) कोठारी कमीशन (1964-1996) (3) NPA (1986) (4) POA (1992) (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)-भाषा शिक्षा में संस्कृत की स्थिति संस्कृत शिक्षण में भाषायी कौशल-कथन, | <p>संस्कृत शिक्षण इकाई –प्रथम – भाषा की भूमिका एवं स्थिति</p> <ul style="list-style-type: none"> संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा – (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु-भाषीय कक्षा कक्षा भारत में संस्कृत भाषा की स्थिति (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351 (2) कोठारी कमीशन (1964-1996) (3) NPA (1986) (4) POA (1992) (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)-भाषा शिक्षा में संस्कृत की स्थिति संस्कृत शिक्षण में भाषायी कौशल-कथन, | | |

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| | <p>श्रवण, पठन, लेखन</p> <p>इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> संस्कृत शिक्षण के विविध रूप <ol style="list-style-type: none"> (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष। सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से संस्कृत शिक्षण <ol style="list-style-type: none"> (अ) परम्पारगत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला। (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया <ol style="list-style-type: none"> (1) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएं, साहित्यिक पुस्तिकाएँ (2) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला। <p>इकाई –तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग</p> <ul style="list-style-type: none"> संस्कृत शिक्षण की विधियाँ- <ol style="list-style-type: none"> (i) पाणिनी व यास्क के अनुसार। (ii) प्रचलित अन्य विधियाँ-प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम। (iii) पाश्चात्य विद्वानों के अनुसार- जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी। विधियों का अनुप्रयोग - <ol style="list-style-type: none"> (i) तृतीय भाषा अधिगम मनोविज्ञान (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ (iii) शिक्षक-छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका <ol style="list-style-type: none"> (iv) भाषा का व्यवहार में प्रयोग (v) अन्य विषयों के साथ संस्कृत का समन्वय (vi) त्रुटियाँ व उपचारात्मक कार्य (vii) संस्कृत भाषा की चुनौतियाँ (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन <p>इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण</p> <ul style="list-style-type: none"> पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण - <ol style="list-style-type: none"> (1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास। (3) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में। (4) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप, महत्त्व एवं उपयोग। <p>इकाई –पंचम – संस्कृत शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> संस्कृत शिक्षण में आंकलन - <ol style="list-style-type: none"> (1) संस्कृत भाषा विकास की प्रगति का आंकलन- सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। | <p>श्रवण, पठन, लेखन</p> <p>इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार</p> <ul style="list-style-type: none"> संस्कृत शिक्षण के विविध रूप <ol style="list-style-type: none"> (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष। सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से संस्कृत शिक्षण <ol style="list-style-type: none"> (अ) परम्पारगत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला। (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया <ol style="list-style-type: none"> (1) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएं, साहित्यिक पुस्तिकाएँ (2) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला। <p>इकाई –तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग</p> <ul style="list-style-type: none"> संस्कृत शिक्षण की विधियाँ- <ol style="list-style-type: none"> (i) पाणिनी व यास्क के अनुसार। (ii) प्रचलित अन्य विधियाँ-प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम। (iii) पाश्चात्य विद्वानों के अनुसार- जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी। विधियों का अनुप्रयोग - <ol style="list-style-type: none"> (i) तृतीय भाषा अधिगम मनोविज्ञान (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ (iii) शिक्षक-छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका <ol style="list-style-type: none"> (iv) भाषा का व्यवहार में प्रयोग (v) अन्य विषयों के साथ संस्कृत का समन्वय (vi) त्रुटियाँ व उपचारात्मक कार्य (vii) संस्कृत भाषा की चुनौतियाँ (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन <p>इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण</p> <ul style="list-style-type: none"> पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण - <ol style="list-style-type: none"> (1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास। (3) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में। (4) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप, महत्त्व एवं उपयोग। <p>इकाई –पंचम – संस्कृत शिक्षण में मूल्यांकन</p> <ul style="list-style-type: none"> संस्कृत शिक्षण में आंकलन - <ol style="list-style-type: none"> (1) संस्कृत भाषा विकास की प्रगति का आंकलन- सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो। | |
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| | | <p>(2) प्रश्नों का स्वरूप—समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न)</p> <p>(3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट</p> <p>(4) प्रश्न-पत्र निर्माण एवं नील-पल</p> | <p>(2) प्रश्नों का स्वरूप—समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न)</p> <p>(3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट</p> <p>(4) प्रश्न-पत्र निर्माण एवं नील-पल</p> | |
| | B.Ed. 403(11) | <p>Pedagogy fo Social Studies Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope and importance of Social Studies • Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom’s Taxonomy • Relationship of Social Studies with other subjects. <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum • Concepts and Principles of Constructing curriculum of Social Studies • Critical Analysis of the existing syllabus <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector • Social Studies Text Book – Need and Qualities • Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. <p>Unit IV : Methods and Techniques</p> <ul style="list-style-type: none"> • Social studies teacher – Qualities and role in Global Perspective • Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method | <p>Pedagogy fo Social Studies Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope and importance of Social Studies • Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom’s Taxonomy • Relationship of Social Studies with other subjects. <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Concept and objectives of curriculum • Concepts and Principles of Constructing curriculum of Social Studies • Critical Analysis of the existing syllabus <p>Unit III : Teaching Planning</p> <ul style="list-style-type: none"> • Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector • Social Studies Text Book – Need and Qualities • Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. <p>Unit IV : Methods and Techniques</p> <ul style="list-style-type: none"> • Social studies teacher – Qualities and role in Global Perspective • Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method | |

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| | | <ul style="list-style-type: none"> • Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip. • Social Studies room – Need, Importance and Equipment <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Utilizing current events and community Resources in teaching of social studies at secondary level • Critical evaluation of existing curriculum of social studies at secondary stage • Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper | <ul style="list-style-type: none"> • Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip. • Social Studies room – Need, Importance and Equipment <p>Unit V : Evaluation</p> <ul style="list-style-type: none"> • Utilizing current events and community Resources in teaching of social studies at secondary level • Critical evaluation of existing curriculum of social studies at secondary stage • Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper | |
| B.Ed.403(12) | <p>Pedagogy of Biology</p> <p>Unit I : Nature, Scope and Objectives</p> <ul style="list-style-type: none"> • Nature of science with special reference to Biology. • Main discoveries and development in Biology • Place & values of teaching Biology at secondary/senior secondary level • Correlation of Chemistry with other subjects • Objectives of teaching chemistry at secondary / senior secondary level <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Principles of Biology curriculum at secondary / senior secondary level • Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level • Critical appraisal of chemistry | <p>Pedagogy of Biology</p> <p>Unit I : Nature, Scope and Objectives</p> <ul style="list-style-type: none"> • Nature of science with special reference to Biology. • Main discoveries and development in Biology • Place & values of teaching Biology at secondary/senior secondary level • Correlation of Chemistry with other subjects • Objectives of teaching chemistry at secondary / senior secondary level <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Principles of Biology curriculum at secondary / senior secondary level • Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level • Critical appraisal of chemistry | | |

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| | | <p>syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan</p> <ul style="list-style-type: none"> • Planning – Daily lesson plan, unit plan & yearly plan • Qualities and responsibilities of Biology teacher. Teacher’s role in training students in scientific method and in developing creativity and scientific temper among their students. <p>Unit III : Methods of Approaches</p> <ul style="list-style-type: none"> • Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method • Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc. • Co-Curricular Activities: Organization of science club science fair trips and use of community resources. • Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology | <p>syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan</p> <ul style="list-style-type: none"> • Planning – Daily lesson plan, unit plan & yearly plan • Qualities and responsibilities of Biology teacher. Teacher’s role in training students in scientific method and in developing creativity and scientific temper among their students. <p>Unit III : Methods of Approaches</p> <ul style="list-style-type: none"> • Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method • Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc. • Co-Curricular Activities: Organization of science club science fair trips and use of community resources. • Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology | |
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| | | <ul style="list-style-type: none"> • Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture. • Characteristics of a good text book and Evaluation of a Text Book <p>Unit V : Evaluation in Biology</p> <ul style="list-style-type: none"> • Evaluation: Concept, Types and purposes • Type of test items and their construction • Preparation of Blue Print & Achievement Test • Evaluation of Practical work in Biology | <ul style="list-style-type: none"> • Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture. • Characteristics of a good text book and Evaluation of a Text Book <p>Unit V : Evaluation in Biology</p> <ul style="list-style-type: none"> • Evaluation: Concept, Types and purposes • Type of test items and their construction • Preparation of Blue Print & Achievement Test • Evaluation of Practical work in Biology | |
| B.Ed.403(13) | <p>Pedagogy of Chemistry</p> <p>Unit I : The Nature of Science</p> <ul style="list-style-type: none"> • Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. • Nature of science with special reference to chemistry • Instructional Objectives, General and Specific Objectives of Teaching Chemistry • Correlation of Chemistry with other subjects <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Chemistry curriculum, Place of Chemistry in School Curriculum • Principles of Curriculum Construction. Difference between Curriculum and syllabus • Co-curricular activities, factors influencing curriculum of chemistry • Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. • Critical appraisal of Chemistry syllabus at Secondary/Senior. | <p>Pedagogy of Chemistry</p> <p>Unit I : The Nature of Science</p> <ul style="list-style-type: none"> • Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. • Nature of science with special reference to chemistry • Instructional Objectives, General and Specific Objectives of Teaching Chemistry • Correlation of Chemistry with other subjects <p>Unit II : Curriculum and Planning</p> <ul style="list-style-type: none"> • Chemistry curriculum, Place of Chemistry in School Curriculum • Principles of Curriculum Construction. Difference between Curriculum and syllabus • Co-curricular activities, factors influencing curriculum of chemistry • Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. • Critical appraisal of Chemistry syllabus at Secondary/Senior. | | |

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| | | <p>Secondary level prescribed by Board of Secondary Education, Rajasthan</p> <ul style="list-style-type: none"> • Planning – Daily lesson plan, unit plan & yearly plan <p>Unit III : Methods of Teaching Chemistry</p> <ul style="list-style-type: none"> • Micro Teaching, skills of teaching lesson planning • Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive Method, Co-operative method, Constructivism Method. • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Qualities of Chemistry teacher. <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. • Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. • Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. • Characteristics of a good text book and evaluation of a Text Book. <p>Unit V : Evaluation of Chemistry</p> <ul style="list-style-type: none"> • Difference between Measurement, Assessment and Evaluation. • Characteristics of good | <p>Secondary level prescribed by Board of Secondary Education, Rajasthan</p> <ul style="list-style-type: none"> • Planning – Daily lesson plan, unit plan & yearly plan <p>Unit III : Methods of Teaching Chemistry</p> <ul style="list-style-type: none"> • Micro Teaching, skills of teaching lesson planning • Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive Method, Co-operative method, Constructivism Method. • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Qualities of Chemistry teacher. <p>Unit IV : Instructional Support System</p> <ul style="list-style-type: none"> • Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. • Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. • Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. • Characteristics of a good text book and evaluation of a Text Book. <p>Unit V : Evaluation of Chemistry</p> <ul style="list-style-type: none"> • Difference between Measurement, Assessment and Evaluation. • Characteristics of good | |
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| | | <p>Measurement, Diagnostic Test and Remedial Teaching,</p> <ul style="list-style-type: none"> • Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type • Development and Standardization of Achievement Test in Chemistry. | <p>Measurement, Diagnostic Test and Remedial Teaching,</p> <ul style="list-style-type: none"> • Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type • Development and Standardization of Achievement Test in Chemistry. | |
| B.Ed.403(14) | <p>Pedagogy of General Science</p> <p>Unit I : Teaching of General Science</p> <ul style="list-style-type: none"> • Meaning, nature, aims and objectives of General Science • Importance of General Science in Teaching • Correlation – concept, importance and types • Maxims of teaching in General science <p>Unit II : Planning in General Science Teaching</p> <ul style="list-style-type: none"> • Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus • Place of General Science in school curriculum • Critical appraisal of General Science syllabus at secondary / senior secondary level • Science teacher – Qualities, Competencies • Analysis of text book <p>Unit III : Methods & Techniques of teaching in General Science</p> <ul style="list-style-type: none"> • Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive. • Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique. • Year plan, Unit plan, Lesson plan – General, IT based | <p>Pedagogy of General Science</p> <p>Unit I : Teaching of General Science</p> <ul style="list-style-type: none"> • Meaning, nature, aims and objectives of General Science • Importance of General Science in Teaching • Correlation – concept, importance and types • Maxims of teaching in General science <p>Unit II : Planning in General Science Teaching</p> <ul style="list-style-type: none"> • Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus • Place of General Science in school curriculum • Critical appraisal of General Science syllabus at secondary / senior secondary level • Science teacher – Qualities, Competencies • Analysis of text book <p>Unit III : Methods & Techniques of teaching in General Science</p> <ul style="list-style-type: none"> • Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive. • Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique. • Year plan, Unit plan, Lesson plan – General, IT based | | |

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| | | <p>Unit IV : Teaching Aids and Models of teaching</p> <ul style="list-style-type: none"> • Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP, • Science laboratory, Science –club, Science Exhibition, Field trip • Laboratory Equipment and Material – selection, purchase, maintenance and safety measures. • Models of teaching; Concept Attainment Model, Inquiry training model <p>Unit V : Pedagogical analysis & Evaluation in General Science</p> <ul style="list-style-type: none"> • Concept, Approaches & importance for pedagogical analysis. • Core elements and values, content cum methodology approach, IT based approach • Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain • Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation. | <p>Unit IV : Teaching Aids and Models of teaching</p> <ul style="list-style-type: none"> • Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP, • Science laboratory, Science –club, Science Exhibition, Field trip • Laboratory Equipment and Material – selection, purchase, maintenance and safety measures. • Models of teaching; Concept Attainment Model, Inquiry training model <p>Unit V : Pedagogical analysis & Evaluation in General Science</p> <ul style="list-style-type: none"> • Concept, Approaches & importance for pedagogical analysis. • Core elements and values, content cum methodology approach, IT based approach • Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain • Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation. | |
| B.Ed.403(15) | | <p>Pedagogy of Physics</p> <p>Unit I : Foundations of Teaching Physics</p> <ul style="list-style-type: none"> • Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein • Relationship of science | <p>Pedagogy of Physics</p> <p>Unit I : Foundations of Teaching Physics</p> <ul style="list-style-type: none"> • Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein • Relationship of science | |

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| | | <p>and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology.</p> <ul style="list-style-type: none"> • Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects. <p>Unit II : Planning for instruction and role of Teacher</p> <ul style="list-style-type: none"> • Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping. • Developing Yearly Plan, Unit Plan and Daily Lesson Plans. • Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity. • Qualities, responsibilities and professional ethics of physics teacher. • Criteria for selection of physics text book, critical appraisal of Physics Text Book. <p>Unit III : Approaches and Methods of Teaching Physics</p> <ul style="list-style-type: none"> • Concept approach – process approach – teaching science as a process. • Scientific method, problem solving method • Cooperative learning approach • Activity based approach investigatory approach • Project method, laboratory method • Demonstration – cum-discussion method • Constructivist approach <p>Unit IV : Instructional support system</p> <ul style="list-style-type: none"> • Multi sensory aids: Significance and Psychological Principles | <p>and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology.</p> <ul style="list-style-type: none"> • Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects. <p>Unit II : Planning for instruction and role of Teacher</p> <ul style="list-style-type: none"> • Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping. • Developing Yearly Plan, Unit Plan and Daily Lesson Plans. • Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity. • Qualities, responsibilities and professional ethics of physics teacher. • Criteria for selection of physics text book, critical appraisal of Physics Text Book. <p>Unit III : Approaches and Methods of Teaching Physics</p> <ul style="list-style-type: none"> • Concept approach – process approach – teaching science as a process. • Scientific method, problem solving method • Cooperative learning approach • Activity based approach investigatory approach • Project method, laboratory method • Demonstration – cum-discussion method • Constructivist approach <p>Unit IV : Instructional support system</p> <ul style="list-style-type: none"> • Multi sensory aids: Significance and Psychological Principles | |
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| | | <p>of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus.</p> <ul style="list-style-type: none"> • Use of Community resources in teaching of physics • Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work • Selecting and guiding Projects in physics • Planning and organization of science clubs, science fairs and field trips <p>Unit V : Physics curriculum and Evaluation of Physics Learning</p> <ul style="list-style-type: none"> • Principles of developing curriculum of Physics • Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. • Diagnostic testing and remedial teaching in physics. Evaluation of Practical work. | <p>of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus.</p> <ul style="list-style-type: none"> • Use of Community resources in teaching of physics • Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work • Selecting and guiding Projects in physics • Planning and organization of science clubs, science fairs and field trips <p>Unit V : Physics curriculum and Evaluation of Physics Learning</p> <ul style="list-style-type: none"> • Principles of developing curriculum of Physics • Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. • Diagnostic testing and remedial teaching in physics. Evaluation of Practical work. | |
| | B.Ed.403(16) | <p>Pedagogy of Book Keeping Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. • Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. • Importance of Book-Keeping and Accountancy in School Curriculum. • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to | <p>Pedagogy of Book Keeping Unit I : Nature, Scope and Objective</p> <ul style="list-style-type: none"> • Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. • Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. • Importance of Book-Keeping and Accountancy in School Curriculum. • Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to | |

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| | | <p style="text-align: center;">Book-Keeping and Accountancy.</p> <p>Unit II : Teaching Planning and Royal of Teacher</p> <ul style="list-style-type: none"> • Planning for teaching and role of teacher • Micro Teaching • Yearly Plan, Unit Plan and Daily Lesson Plan • Teacher role and attitude • Maxims and principles of classroom teaching • Teaching Aids <p>Unit III : Techniques and Methods</p> <ul style="list-style-type: none"> • Teaching approaches of Book-Keeping and Accountancy <ul style="list-style-type: none"> i. Journal Approach j. Leader Approach k. Cash Book Approach l. Equation Approach <p>Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.</p> <p>Techniques and devices to teach Book-Keeping and Accountancy.</p> <p>Unit IV : Text Book and Approches of Framing Syllabus</p> <ul style="list-style-type: none"> • Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level • Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. • Qualities of good teacher <p>Unit V : Evaluation of Students</p> <ul style="list-style-type: none"> • Evaluation of students performance • Achievement Test • Diagnostic Test • Blue Print | <p style="text-align: center;">Book-Keeping and Accountancy.</p> <p>Unit II : Teaching Planning and Royal of Teacher</p> <ul style="list-style-type: none"> • Planning for teaching and role of teacher • Micro Teaching • Yearly Plan, Unit Plan and Daily Lesson Plan • Teacher role and attitude • Maxims and principles of classroom teaching • Teaching Aids <p>Unit III : Techniques and Methods</p> <ul style="list-style-type: none"> • Teaching approaches of Book-Keeping and Accountancy <ul style="list-style-type: none"> m. Journal Approach n. Leader Approach o. Cash Book Approach p. Equation Approach <p>Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.</p> <p>Techniques and devices to teach Book-Keeping and Accountancy.</p> <p>Unit IV : Text Book and Approches of Framing Syllabus</p> <ul style="list-style-type: none"> • Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level • Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. • Qualities of good teacher <p>Unit V : Evaluation of Students</p> <ul style="list-style-type: none"> • Evaluation of students performance • Achievement Test • Diagnostic Test • Blue Print | |
| | B.Ed.403(17) | <p>Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce</p> <ul style="list-style-type: none"> • Introduction to Commerce: Meaning, Definitions, Scope and | <p>Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce</p> <ul style="list-style-type: none"> • Introduction to Commerce: Meaning, Definitions, Scope and | |

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| | | <p>Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce : Banking Insurance, Trade-correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business Management, Information system.</p> <ul style="list-style-type: none"> Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life. <p>Unit II : Curriculum Developments in Commerce</p> <ul style="list-style-type: none"> Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation. Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible. | <p>Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce : Banking Insurance, Trade-correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business Management, Information system.</p> <ul style="list-style-type: none"> Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life. <p>Unit II : Curriculum Developments in Commerce</p> <ul style="list-style-type: none"> Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation. Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible. | |
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| | | <ul style="list-style-type: none"> • Different approaches to curriculum organization – Spiral, topical and concentric approach. <p>Unit III : Training in Teaching skills</p> <ul style="list-style-type: none"> • Micro Teaching Practice in Teaching skills • Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan • Teacher – Essential qualities, duties and responsibilities. • Professional growth – Ways and means of developing professional competency in service training – Role of NCERT <p>Unit IV : Instructional Support or Resources for Commerce Teaching</p> <ul style="list-style-type: none"> • Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board. • Commerce Library – Need & Importance • Organization of field trips and study tours – their importance • Commerce club – need & significance • Community Resources and its utilization <p>Unit V : Evaluation in Commerce</p> <ul style="list-style-type: none"> • Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence. | <ul style="list-style-type: none"> • Different approaches to curriculum organization – Spiral, topical and concentric approach. <p>Unit III : Training in Teaching skills</p> <ul style="list-style-type: none"> • Micro Teaching Practice in Teaching skills • Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan • Teacher – Essential qualities, duties and responsibilities. • Professional growth – Ways and means of developing professional competency in service training – Role of NCERT <p>Unit IV : Instructional Support or Resources for Commerce Teaching</p> <ul style="list-style-type: none"> • Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board. • Commerce Library – Need & Importance • Organization of field trips and study tours – their importance • Commerce club – need & significance • Community Resources and its utilization <p>Unit V : Evaluation in Commerce</p> <ul style="list-style-type: none"> • Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence. | |
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| | | <ul style="list-style-type: none"> • Objective based Evaluation, competency based evaluation • Construction of achievement test – design, blue print, writing of test items. • Different types of test items – merits and demerits • Continuous and comprehensive evaluation – grading system | <ul style="list-style-type: none"> • Objective based Evaluation, competency based evaluation • Construction of achievement test – design, blue print, writing of test items. • Different types of test items – merits and demerits • Continuous and comprehensive evaluation – grading system | |
| B.Ed.-402 | <p>(EPC-4) Understanding the self Unit I : Exploring the self (potential of self, fears, aspirations)</p> <ul style="list-style-type: none"> • Exploring the self (potential of self, fears, aspirations) • Self identity • Teacher as a reflective practitioner <p>Unit II : The Evolving Self</p> <ul style="list-style-type: none"> • Developing the self (building self esteem, self image) • Harmony and peace with self (Resilience, mindfulness) <p>Unit III : Management of Emotions</p> <ul style="list-style-type: none"> • Positivity and management of emotions • Tactics and techniques of self understanding <p>Unit IV : The Emerging Self</p> <ul style="list-style-type: none"> • Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion <p>Unit V : School and Media</p> <ul style="list-style-type: none"> • Disability (any three of the indicated may be chosen) Agencies that shape the self: Family, School and Media • Challenging Stereotypes | <p>(EPC-4) Understanding the self Unit I : Exploring the self (potential of self, fears, aspirations)</p> <ul style="list-style-type: none"> • Exploring the self (potential of self, fears, aspirations) • Self identity • Teacher as a reflective practitioner <p>Unit II : The Evolving Self</p> <ul style="list-style-type: none"> • Developing the self (building self esteem, self image) • Harmony and peace with self (Resilience, mindfulness) <p>Unit III : Management of Emotions</p> <ul style="list-style-type: none"> • Positivity and management of emotions • Tactics and techniques of self understanding <p>Unit IV : The Emerging Self</p> <ul style="list-style-type: none"> • Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion <p>Unit V : School and Media</p> <ul style="list-style-type: none"> • Disability (any three of the indicated may be chosen) Agencies that shape the self: Family, School and Media • Challenging Stereotypes | | |