



Faculty of Education

Syllabus

For

Bachelor of Education (B.Ed)

Two Year Program

(SEMESTER: I-IV)

(2018-19)

B. Ed. Course Structure (2018-19)

Semester I

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-101	Childhood and Growing Up	6	6	70	30	100	3
B.Ed.-102	Contemporary India and Education	6	6	70	30	100	3
B.Ed.-103	Language across the Curriculum	3	3	35	15	50	2
B.Ed.-104	Understanding Disciplines and Subjects	3	3	35	15	50	2
B.Ed.-105	Creating an Inclusive School	3	3	35	15	50	2
B.Ed. -106 (EPC-1)	Reading and Reflecting on Texts	3	3	35	15	50	2
Total		24	24	280	120	400	

Internal Component:

For 30 Marks (15 Marks Mid-Term + 05 Marks Attendance + 10 Marks Assignment)

For 15 Marks (5 Marks Mid-term + 5 Marks Attendance + 5 Marks Assignment)

Semester II

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-201	Learning and Teaching	6	6	70	30	100	3
B.Ed.202	Knowledge and Curriculum (Part-I)	3	3	35	15	50	2
B.Ed.-203	Pedagogy of School Subject (Part I) 1. Draw. &Paint 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics 16. Book Keeping 17. Comm. Practice 18. Urdu 19. Agricultural Science	6	6	70	30	100	3
B.Ed-204 (EPC-2)	Drama and Art in Education	3	3	35	15	50	2

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
PRACTICALS							
B.Ed-205	School Pre- Internship & Criticism (4 Weeks) Per- Internship & Activities- (1) Micro Teaching 5 skill (2) One Week School Observation (3) School Internship (Three Weeks) For Pedagogy Part- 1 & Pedagogy Part-2 (10 lesson in each subject) (4) Criticism Lesson - For Pedagogy Part- 1 & Pedagogy Part- 2 in each subject (5) Action Research/Survey/Case Study (Any One) Other Activities - (1) Co-Curricular Activities (2) Open Air Session Five Days (3) Student- Teacher's Multi-dimensional	6	6		5 10 20+20=40 10+10=20 5 5 10 5	100	
Total		24	24	210	190	400	

Semester III

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-301	Gender School and Society	6	6	70	30	100	3
B.Ed.-302	Knowledge and Curriculum (Part-II)	3	3	35	15	50	2
B.Ed.-303	Optional Courses* 1. Peace Education 2. Guidance and Counseling 3. Environmental Education 4. Health and Physical Education	6	6	70	30	100	3
B.Ed.-304	Assessment for Learning	6	6	70	30	100	3
B.Ed.-305 (EPC-3)	Critical Understanding of ICT	3	3	35	15	50	2
Total		24	24	280	120	400	

*Only one paper can be opted by the student

Semester IV

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-401	Pedagogy of School Subject (Part II) 1. Draw. & Paint 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics	6	6	70	30	100	3

	16. Book Keeping 17. Comm. Practice 18. Urdu						
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B.Ed.-402 (EPC-4)	Understanding the Self	3	3	35	15	50	2
PRACTICALS							
B.Ed-403	School Internship (16 week) Pedagogy Part I & Pedagogy Part II (70 lessons) *External Assessment (Final Lesson)	15		100	150	250	
Total		24	9	205	195	400	

A student is required to obtain min. 40% marks in individual paper to pass

MAXIMUM & MINIMUM CREDITS OF THE PROGRAM

The total number of the credits of the B. Ed. Programmes is 96

Each student shall be required to appear for examinations in all courses. However, for **the award of the degree a student should secure all 96 credits.**

SEMESTER-I
B. Ed. Syllabus
Semester I

B.Ed. 101: Childhood and Growing up

Credits: 6

Course Code: B.Ed. 101

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To familiarize student- teachers about the conceptions about child and childhood (Specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

Unit I: Role of Psychology to understand the child

- 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.

Unit II: Multi Dimensional Development

- Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical
- Theories of development :
 - (a) Piaget’s vgotzky 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

Unit III: Child Growing up

- 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 implication
- Stress: meaning, types and coping strategies with special reference to personality of adolescent

Unit IV: Learning to Learn

- 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.

Unit V: Psychological Attributes of an individual

- 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.

Assignment / Sessionals (Any one of the following)

- Case-study of an adolescent: Problems and Needs.
- Seminar/ Presentation on educational implications of One Learning theory of child development.
- Survey report on impact of socio-economic status of a family on child.
- Seminar/ppt Presentation on learning theories.
- Content Analysis of Media coverage on the following:
 - i. Child labour.
 - ii. Gender bias.
 - iii. About Disability

References:-

1. Aggarwal. J. C. (1981). Essential of Educational Psychology, Delhi, Doaba Book.
2. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd., Indian Branch Delhi, India
3. Ormrod Ellis Jenne, Third Edition. Educational Psychology Developing Learners Multimedia Edition (<http://www.prenhall.com/ormrod>)
4. Chauhan. S.S. (2001). Advanced Eduational Psychology, New Delhi: Vikas Publishing House.
5. Aggarwal. Reetu, Shukla Geeta (2014). Bal Vikas Evam Manovigyan. Rakhi Prakashan. Agra
6. Saraswat Kuldeep (2015). Bal Vikas Evam Bachpan, Published by Rakhi Prakashan, Agra.
7. Arora. Dr. Saroj. Bhargava. Rajshri (2014). Bal Manovigyan. Rakhi Prakashan, Agra

8. B.P. (2000). Personality theories, Boston: Allyn and Bacon House.
9. Bigge. M. L. (1982). Learning Theories for Teacher, New York: Harper and Row
10. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching. Houghton Mifflin Company. Boston New York (<http://www.coursewise.com>)

B.Ed. 102: Contemporary India and Education

Course Code: B.Ed. 102

External:70 (Marks)

Internal:30 (Marks)

Objectives of the Course:

- To gain an understanding of the concept, meaning, aims and functions of Education
- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- To appreciate the need and relevance of the course in being a humane teacher

Unit I: Education as an Evolving Concept

- Education: Meaning, concept and nature. Ancient to present 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
- 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 Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986.
- 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.

Unit V: Innovative Practices

- 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.

Assignment / Sessional (Any one of the following)

- Identification of problems of girl child, SC, ST, exploitation of children.
- Study of voluntary agency working in the field of educational and school development of society.
- Organize debate competition on any one topic.
- To study various education policies and commissions and prepare reports.
- Organize poster making activity of the subject.

Referenes:-

1. Dev. A. Dev. T.A. Das, S. (1996) Human Rights a Source Book, New Delhi, NCERT. Pp. 233.
2. Dubey. S.C. (1994) Indian Society. New Delhi, NBI. Pp.
3. Education and National Development: Report of the Kothari Commission on Education, New Delhi-1966.
4. Kabir. H. (1982) Education in New India, London: George Allen an Unwin.
5. M.N. Srinivas: Social Change in Modern India
6. Mookerji. R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist). London: Mac Milan and Co. Ltd.)
7. vfXug[is=h] johUnz% vk/kqfud Hkkjrh; f'k{kk lEl;k, vksj lek/kku jktLFkku fgUnh vdknehA
8. Agnihotri. R. (1994) Ahunik Bhartiya Shiksha Samasyaye aur Samadhan. Jaipur: Rajasthan Hindi Granth Academy
9. J. F. Brown: Educational Sociology
10. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws. National Book Trust India. 2011.

B.Ed. 103: Language across the Curriculum

Course Code: B.Ed. 103

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- To enable student-teacher to understand the nature and structure of language
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Unit I: Nature of Language and functions

- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language.

Unit II: Types of Language and difference

- 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.

Unit III: Theoretical speech of oral and writing Language

- Oral aptitude in language. Theoretical speech of oral 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

Unit IV: Language Skills-I

- Language skills– (LSWR – Listening, Speaking, Writing, reading) meaning, concepts, importance, co-relation, methods and techniques. Language laboratory – need, importance, advantage, and use in teacher’s training.

Unit V: Language Skills-II

- 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.

Assignment / Sectionals (Any one of the following)

- Organizing a Essay Competition and Prepare a report
- Preparing a Assignment on given topic in the Syllabus
- Visit A Language lab and prepare Report.
- Preparation PPT Slides on micro-teaching skills.
- Create a teaching aid to effective teaching.

References:-

1. Bansal R. K. and harrisson J.B. (1990) : Spoken English for Indian Orient Longman Ltd. Madras
2. Anderson. R.C. (1984) role of the readers schema in comprehension. Learning and memory. In R.C. Anderson, J. aslrom & R.J. Fierney (Edu) learning to read in American Schools: based readers and content psychology
3. Paliwal Dr. A.K. (2002) communicative language teaching Sumtri publication Jaipur.
4. Agnihotri. R.k. (1995) Multilingualism as a class room resource. In k. heugh. A slegruhn. P. pluddemann (Eds) multilingual education for South Africa 9pp. 3 heinemann educational books.

B.Ed. 104: Understanding Disciplines and Subjects

Course Code: B.Ed. 104

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- To build up a professional, disciplinary subject.

Unit I: Meaning and concept of disciplinary knowledge

- The Nature and role of disciplinary knowledge in the school curriculum
- Relationship of disciplinary area with school subject.
- Difference between disciplines & Interdisciplinary Subject

Unit II: School Subjects on Disciplines-I

- Impact of School Subjects on Disciplines: Social Science: Methods: Lecture method, Project method, and supervised study, Story Telling, Biographical, Source Method and Brain storming Dramatization. Co-operative Learning, Experiential Learning.

Unit III: School Subjects on Disciplines-II

- 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.

Unit IV: School Subjects on Disciplines-III

- 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

Unit V: Process and framing of disciplines and subjects

- 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

Assignment / Sessionals (Any one of the following)

- Prepare a report on School Activities.
- Collection of news papers cutting related with Horticulture and Hospitality.
- Prepare charts with related teaching methods of various subjects.
- Preparation PPT Slides on micro-teaching skills.
- Create a teaching aid to effective teaching.

References:-

1. Brantom F.K.: The teaching of Social studies in changing world
2. Clinton Golding of the centre for study of higher education integrating of Disciplines.
3. Apple:- M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3(3)239-261
4. Chash S.C. (2007) history of education in India. NCERT (2005) National Curriculum Framework. NCERT.

B.Ed. 105: Creating an Inclusive School

Course Code: B.Ed. 105

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- To understand the concept of Inclusive Education.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an Inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Unit I : Paradigms in Education of Children with Special Needs

- 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.

Unit II: Legal and Policy Perspectives-I

- 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.

Unit III: Legal and Policy Perspectives-II

- 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.

Unit IV: Inclusive Practices in Classrooms for All-I

- School's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

Unit V: Inclusive Practices in Classrooms for All-II

- Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

Assignment / Sessional (Any one of the following)

- Preparing report writing on given topic in the syllabus.
- Case study of a learner with special needs.
- Making a Report of a International, National, State Level Educational NGOs.

- Prepare a Report of anyone National Education Police.
- Collection of newspaper cuttings related to subject activities.

References:

1. Dunn., L & Bay, D.M (ed): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston
2. Shankar, Udey: Exceptional Children, Jullundur: Streling Publications.
3. Singh, N N and Beale, I L (eds) Learning Disabilities- Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992

B.Ed. 106: Reading and Reflecting on Texts

Course Code: B.Ed. 106 (EPC -1)

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

1. To enable to Read & Reflect on variety of texts in different ways.
2. To develop Metacognitive awareness to become conscious about thinking processes.
3. To learn to analyze various text structures to see how they contribute to the comprehension of text.
4. To enable to write with a sense of purpose.

Unit I: Engaging with narrative and descriptive account

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories.

Unit II: Engaging with narrative and descriptive expository writing

- 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

- 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

- 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 reference books

- 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.

Assignment / Sessionals (Any one of the following)

- I. Organize poster making activity of the subject.
- II. Preparation of a low-cost teaching aids.
- III. Preparing an assignment on given topic in the syllabus.
- IV. Prepare ppt of any topic in the syllabus.
- V. Prepare and present a report on Introduction of yourself

References:-

1. Prakashan, Agra-27. <http://www.un.org/cyberschoolbus/peace/content.htm>
2. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
3. The 4 Language skills www.englishclub.com/language-skill.htm

Semester II

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-201	Learning and Teaching	6	6	70	30	100	3
B .Ed.202	Knowledge and Curriculum (Part-I)	3	3	35	15	50	2
B.Ed.-203	Pedagogy of School Subject (Part I) 1.Draw. &Paint. 2.Civics 3.Home Science 4.Economics 5.English 6.Geography 7.Hindi 8.History 9.Mathematics 10.Sanskrit 11.Social Studies 12.Biology 13.Chemistry 14.General Science 15.Physics 16.Book Keeping 17.Comm. Practice 18.Urdu 19.Agricultural Science	6	6	70	30	100	3
B.Ed-204 (EPC-2)	Drama and Art in Education	3	3	35	15	50	2

PRACTICALS							
B.Ed-205	School Pre- Internship & Criticism (4 Weeks) Per- Internship & Activities- (1) Micro Teaching 5 skill (2) One Week School Observation (3) School Internship (Three Weeks) For Pedagogy Part- I & Pedagogy Part-II (10 lesson in each subject) (4) Criticism Lesson - For Pedagogy Part- I & Pedagogy Part- II in each subject (5) Action Research/Survey/Case Study (Any One) Other Activities - (1) Co-Curricular Activities	6	6		5 10 20+20=40 10+10=20 5 5 10	100	

	(2) Open Air Session Four Days (3) Student- Teacher's Multi-dimensional				5		
Total		24	24	210	190	400	

SEMESTER -II

B.Ed. 201: Learning and Teaching

Course Code: B.Ed. 201

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

Unit I: Learning and Teaching Process

- 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.

Unit II: Source of Effective Teaching Learning

- 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.

Unit III: Educational Technology

- 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.

Unit IV: New Trends in teaching learning due to technological innovation

- 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.

Unit V: Teaching as profession:

- 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.

Assignment / Sessionals (Any one of the following)

- Prepare at least one technical learning resource (Transparency, Power Point Slides, Animated Video)
- Report on any two programs for professional development of teaching by the school or training institute.
- Prepare study notes on related to new trends in teaching-learning.
- Conduct a teaching class with teaching aids.
- Organize a team teaching program and prepare a report on this program.

References:-

1. Goleman Daniel (2007), "Social Intelligence": Arrow Books, London.
2. Benson Kenneth (1999), "Educational Psychology for Effective Teaching", Wadsworth Publishing Co. Belmont, California
3. Khandwala Pradip (1988), "Fourth Eye": A.H. Wheeler, Allahbad
4. Mangal S.K. (1993), "Advanced Educational Psychology", Prentice Hall of India Pvt. Ltd., New Delhi
5. National Curriculum framework 2005, NCERT, New Delhi
6. Osborn Alex (1971), "Your Creative Power": Saint Paul Society, Allahbad, India
7. Buzan Tony (2003), "Brain Child": Thorsons An Imprint of Harper Collins. London
8. Coleman Margaret (1996), "Emotional and Behavioral Disorders": Allyn and Bacon. Bostan
9. Erickson Marian (1967), "The Metally Retarded Child in the classroom": The Macmillan Company
10. Goleman Daniel (1995), "Emotional Intelligence": Bantom Books. N.Y.
11. Pringle M.K. and Varma V.P. (Ed), (1974), "Advances in Educational Psychology" University & London Press, London
12. Shaffer David (1999), "Social and Personality Development" Wadsworth Thomson Learning. USA
13. Sharma Tara Chand (2005), "Reading Problems of Learners" : Sarup and Sons, New Delhi
14. Aggarwal C (2004), Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi
15. Berk Laura (2007), "Child Development". Prentice Hall of India, New Delhi
16. Biehler Robert and Snowman Jack (1991). "Psychology Applied to Teaching": Houghton Mifflin Company, Boston
17. Soursa David (2001), "How the Brain Learns": Cowin Press. Inc., A Sage Publication Company, California

B. Ed. 202: Knowledge and Curriculum (Part-I)

Course Code: B.Ed. 202

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To realize the important of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher-pupils in to a vibrant knowledge based society.

Unit I: Concept of Knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity

Unit II: Distinction in Educational Special Concept

- Distinctions between – Knowledge and skills
- Teaching and Training
- Knowledge and information
- Reason and belief

Unit III: Facts of Knowledge

- 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)

Unit IV: Concept of curriculum

- 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.

Unit V: Factor & Types of Curriculum

- Difference between curriculum and syllabus
- Factors influencing curriculum
- Various types of curriculum – Subject centered, Experience centered, Activity centered, Child centered, and craft centered

Assignment / Sessional (Any one of the following)

- Comparative study of the curriculum of different boards (SSC, ICSC, CBSE,).
- Presentation of subject content in the form of summary/explanatory/writing/ diagrammatic presentation.
- Review of a text book of any school subject.
- Write a report of school knowledge get reflected in the form of curriculum and textbooks.

Study various types of curriculum.

References:-

1. Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R. Lal Book Depot
2. Malareddy, M and Ravishankar, S. Curriculum Development and Educational Technology, New Delhi, Sterling Publisher Pvt. Ltd.
3. Aggrawal, J.C. (2008). Knowledge Commission – 2006: Major Observation and Recommendation. Educational Reforms in India for the 21st Century. New Delhi. Shipra Publication
4. Ramesh Shukla (2005), Dictionary of Education (2005), New Delhi, A.P.H. Publishing Corporation
5. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India, Agra. RSA International Publisher, Agra.
6. www.knowlwedgecommission.gov.in
7. www.ncert.nic.in
8. Balsara, M (1999), Principles of Curriculum Reconstruction, New Delhi, Kanishka publication
9. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Additior 2013)
10. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction, New Delhi, Kanishka Publication
11. www.takingglobal.org/exprest/article.html?cid-178

B. Ed. 203: Pedagogy of School Subject (Part-I)

1- Pedagogy of Drawing and Painting

Course Code: B.Ed. 203(01)

(External: 70(Marks)

(Internal: 30 (Marks)

Objectives of the Course:

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic Sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

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
- Elements of Good Landscape
- Appreciation of Art

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

Unit IV: Methods of Teaching Art

- Qualities and functions of an Art-Teacher
- Methods of teaching art
- Lecture cum Demonstration method
- Direct Observation method
- Method of imagination and free expression
- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral
- Importance of art Room and its requirements.

Unit V : Planning of Art Teaching

- Micro teaching
- Yearly, Unit & Lesson planning to teach:

- Still life, Design, Landscape, Composition, Poster

Assignment / Sessional (Any one of the following)

- Preparation of any useful item from waste.
- Prepare a slide of contribution of artist.
- Prepare a lesson plan of innovation methods
- Prepare a Art room in your institution.
- Organize the exhibition and write a report.

References:-

1. Brown, Percy (1953). Indian Painting, Calcutta
2. Chawla, S.S. (1986). Teaching of Art, Patiala: publication Bureau, Punjabi University
3. Harriet, Goldstein (1964), Art in Everyday Life. Calcutta: Oxford and IBH Publishing
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools
5. Lowenfeld Viktor. Creative and Mental Growth
6. Margaret, Marie Deneck (1976). Indian Art London: The Himalata Publication
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut
8. Read, Herbert, Education through art
9. Shelar, Sanjay. Still Life. Jyotsana Prakasha

2 - Pedagogy of Civics

Course Code: B.Ed. 203(02)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- Explain and Discuss the Meaning, Nature and Scope of Civics.
- Explain the Importance of Civics as a School Subject.
- Differentiate between Aims and Objectives of Civics.
- Explain the meaning of Teaching method and Teaching techniques.

Unit I: Nature and Scope of Civics

- 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 behavioral terms.
- Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach

Unit II: Teaching Models and Methods

- 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.

Unit III: Role of Teaching

3.1 Teacher

- a. Teacher as an agent of social change in multicultural multilingual Society.
- b. Teacher as a facilitator.
- c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

- a. Print Media
- b. Electronic Media
- c. Multi Media
- d. Visuals

3.3 Community

- a. Use of community resources
- b. Civics resources center

- c. Co-Scholastic activities based on school curriculum
- d. Civics club

Unit IV: Political Structure and Content Analysis

4.1 Local, State and National Political Structure in India:

- a. Education for Citizenship.
- b. Political Science in the global context.
- c. Human right / Child right / Woman's right
- d. Peace and conflict resolution.
- e. Educational technology and political science (Civics)
- f. Gender issue in civics
- g. Content Analysis of Civics Textbooks of Secondary level

4.2 Use of Library and other instructional materials

Unit V: Assessment and Evaluation

5.1 Evaluation in Civics:

- a. Preparation of challenging assignments.
- b. Criteria for assessing written and practical work in Civics.

5.2 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.

Assignment / Sessional (Any one of the following)

- Prepare five slides related to Civics/ Political Science teaching content at senior secondary level.
- Organizing and conducting civics club activities in class, Prepare a report.
- Prepare any one Audio visual aid.
- Write a report any one educational commission for educational development.
- Preparation of design, blue print for teacher made test.

References:-

1. K. Kochhar: The Teaching of Social Studies, Universities Publishers. Delhi, 1963.
2. Saxena, N.R. Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut: R. Hall Book Depot.
3. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut : R. Hall Book Depot
4. Tyagi G.D. (2000), Nagarik Shastra Shikshan, Agra: Vinod Pustak Mandir
5. V.R. Taneja: Teaching of Social Studies Mohindra Capital Publishers. Chandigarh, 1958.
6. Yadav, Nirmal (1994). Teaching of Civics and Political Science, New Delhi; Anmol Publication Pvt. Ltd.
7. A.C. Bining and D.H. Bining, Teaching the Social studies in Secondary School, (McGraw Hill, New York, 1952)
8. Agarwal, (1993), Teaching of Political Science-A practical approach, Vikas Publishing house, New Dehi.

9. Aggrawal. J.C. (1983) Teaching of Political Science and Civics, Delhi: Vikas Publication House Pvt. Ltd.
10. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd., New Delhi.
11. J.U. Michalis: Social Studies for Children in Democracy (Engle Wood Cliffs. N.J.) 1956.
12. Keith, Webb (1995), An Introduction to problems in the Philosophy of Social Sciences, Pub. Printer, London, New York.
13. K. Nasiah. School Studies in the school, Oxford University, Press Madras, 1957
14. Kochhar. S.K. (1985), Methods and Techniques for teaching, Sterling, Publishers Pvt. Ltd., New Delhi.
15. Maurice, P. Hunt, Lawrance E. Metalf (1955) : Teaching High School Social Studies (Harpar & Brothers, Publishers, New York).
16. Nachmias, D.nachmias, C.F. (1996), Research methods in social science. St. Martin's Press, Inc. New York
17. Bining A.C. & Bining. D.H. (1952). Teaching of Political Science in Secondary Schools, Tata McGraw Hill Publishing Co. Ltd., Bombay.
18. C.D. Samford, Social Studies in the Secondary School, McGraw Hill, New York, 1952.
19. Hunt & Metcalf (1968), Teaching high school social studies. Harper & Row Publishers. New York, London.
20. I.F. Forrester: Introducing Social Studies (Orient, Long Mans. Bombay) 1956.

3- Pedagogy of Home Science

Course Code: B.Ed. 203 (03)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.
- To develop the skills to evaluate student performance effectively with reliable and valid tools.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Teaching Methods of Home Science

- Micro teaching skills relevant in Home Science.
- 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.

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.

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.

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.

Assignment / Sessional (Any one of the following)

- Prepare Power point presentation on any one topic in the syllabus.
- Discussion on organization of mid-day meals in schools.
- Preparation of a low-cost teaching aids.
- Study and prepare a report of continuous and comprehensive evaluation.
- Preparing food without fire.

References:-

1. Begum, Fahmeeda (2006). Modern Teaching of Home Science. New Delhi: Anmol Publications.
2. Bhargava, Priya (2004). Teaching of Home Science. New Delhi. Commonwealth Publishers.
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). Fundamentals of Teaching of Home Science New Delhi: Sterling Publisher
4. Das, R.R. and Ray Binita (1985). Teaching of Home Science. New Delhi: Sterling Publishers.
5. Devdas (1955): Teaching of Home Science in Secondary School. All India Council for Secondary Education, New Delhi.
6. Dapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana
7. Kapoor, Ritu (1994). Teaching of Home Science. Ludhiana: Parkash Book Depot.
8. Mago, Neelam: Teaching of Home Science. Ludhiana: Tandon publications.
9. Seshaiyah, Ponnana Rama (2004). Methods of Teaching Home Science, New Delhi: Discovery Publishing House.
10. Sharma, Shaloo (2002). Modern Methods of Teaching Home Science. Sarup & Sons., New Delhi.
11. Siddiqui, mujibul Hasan (2007). Teaching of Home Science, New Delhi: APH Publishing Corporation.
12. Yadav, Seema (1994). Teaching of Home Science, New Delhi: Anmol Publications.

4 - Pedagogy of Economics

Course Code: B.Ed. 203(04)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of evaluation.
- To develop awareness about syllabus prescribed by different State Boards.
- To develop awareness about recent advancements in teaching of Economics.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Curriculum and planning

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Economics.
- Critical Analysis of the existing syllabus.

Unit III: Teaching Planning

- 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

Unit IV: Teacher, Text Book, Teaching Aids

- 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 and Interactive Board.

Unit V: Evaluation

- 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-
 - Various types of question
 - Blue Print
 - Preparation of question paper

Assignment / Sessional (Any one of the following)

- Prepare five slides related to economics teaching content at senior secondary level.
- Critical appraisal of economic syllabus at senior secondary level.
- Preparation of teaching aids.
- Create any two skill based lesson plan.
- Preparation of design, blue print for teacher made test.

References: -

1. Robinson, K. and Wulson, R (Eds) (1977). Extending Economics within the Curriculum. London: Routledge and Kegan Paul
2. Saxena, N.R.: Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics, Merrut: R. Lall Book Depot.
3. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
4. Siddiqui, M.H. (2004), Teaching of Economics. New Delhi: Ashish Publishing House.
5. Teaching of social studies in secondary schools: Bining and Binning
6. Teacher's Manual in Economics: Dr. N. Hasen Published Law, Regional College of Education, Ajmer
7. Aggarwal J.C. (2005). Teaching of Economics – A Practical Approach. Agra – Vinod Pustak Mandir
8. Arithshastra Shikshan: Rampalsingh Prakashak Shabd Sanchar, Ajmer
9. Arithshastra Shikshan : Harnarayan Singh Avum Rajendra Pal Singh Prakash Laxminaryan Agarwal, Agra
10. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
11. Dhillon, S. and Chopra, K. (2002): Teaching of Economics, Ludhiana: Kalyani Publishers.
12. Kanwar, B.S. (1973), Teaching of Economics. Ludhiana : Prakash Brothers
13. Lee N (Ed.) (1975). Teaching of Economics: London: Heinemann Education Books.
14. Mittal, R.L, Arth Shastar Da Adhiapan, Patiala: Punjabi University Press.

5 - Pedagogy of English

Course Code: B.Ed. 203(05)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To understand the need and importance of English language.
- To develop proficiency in the language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English on Second language.
- To facilitate the effective use of learning resources.
- To encourage continuous professional development.
- To develop an appreciation of the role of English in both academics and life.

Unit I: Foundation of English Language Teaching

- 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

Unit II: Teaching of English Language Skills

- 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 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 media for language development, Qualities, Responsibilities and Professional ethics of language teacher.

Unit V: Assessment and Evaluation in English

- 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.

Assignment/ Sessionals (Any one of the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.
4. Prepare a innovative lesson plan
5. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
6. Preparation of Instructional Material:
 - Preparing Pot’s
 - Preparation of Charts and Models
7. Prepare a Remedial program me for a child having English Spelling errors.
8. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

References:-

1. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
2. Elizabeth. M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
3. Ellis. Rod (2003). Task based Language Learning and Teaching. Oxford. New York: Oxford University Press. Pp. 156-157.
4. Bansal. R.K. and Harrison J.B. (1972) : spoken English for India. Madras: Orient longman Ltd.
5. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
6. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold
7. Hornby. A.S. (1998): Guide to Patterns and Usage in English O.U.P.
8. Lado. Robert (1971): Language Teaching, New Delhi: Tata Mcgraw Hill Publishing House Co. Ltd.
9. Bright and McGregor: Teaching English as Second language, Longman
10. Brinton. D. (2003). Content based instruction, In D. Nunan (Ed.). Practical English Language Teaching (pp. 199 224). New York: McGraw Hill.
11. Brumfit. C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
12. Frost. Richard. (2006) "A Task based Approach." British Council Teaching English.

6 - Pedagogy of Geography

Course Code: B.Ed. 203(06)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To equip the student-teachers to establish correlation between geographic Knowledge and cultural background.
- To develop geographic sense in them.
- To understand the inter relationships between different Subjects and Disciplines.
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Unit I: Nature and Structure of Geography

- 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:
 - (a) Geography as a description of the earth.
 - (b) Geography as a study of natural phenomena and their effect on man.
 - (c) Geography as a study of Landscape-Physical and cultural.
 - (d) Geography as a study of real difference.
 - (e) Geography as a study of spatial relationships.
 - (f) Geography as a study of unifying and integrating discipline.
- 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.
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.

Unit II: Methods and Model of Teaching Geographgy

- Models of teaching in reference of Geography teaching:
 - Concept Attainment model
 - Value Attainment model
 - Inquire model
 - Discovery model
- Methods of teaching:
 - Problem solving
 - Regional method
 - Project method
 - Supervised study
 - Laboratory method
 - Demonstration method
 - Inductive & Deductive method
- Innovative Practices :
 - Brain-storming method
 - Co-operative-learning
 - Experimental-learning

- Planning:
 - Content Analysis
 - Annual Plan
 - Unit Plan
 - Lesson Plan

Unit III: Planning of Instruction and Role of Teacher

- 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.

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

Unit IV: Resources in Geography Teaching

- 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.
- 4.2 a. Content Analysis of Textbooks of Geography at secondary level
b. Use of Library and other instructional materials related with Geography.

Unit V: Assessment in Geography

- 5.1 Preparation of Challenging assignments
- 5.2 Criteria for assessing written and practical work in civics.
- 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

Assignment / Sessionals (Any one of the following)

- Preparing a working model on any topic related subject.
- Visit a Geographical field and write a report.
- Preparation a photo album on Geographical pictures.
- Conduct a teaching class activity with teaching aids.
- Presentation of Geographic data through maps and diagrams.

References:-

1. Bliar. Thomas A., (1951), Climatology: General and Regional, New York, Prentice Hall Inc.
2. Brianlt, E.W. and D.W. Shave. (1965), Geography in and out of school, London, Harrap and Co.
3. Brock, Jan O.M. (1965), Geography. Its scope and Spirit, Ohio, Charles E. Merrill
4. Charley. R.J. and P. Hagget (Eds) (1967), Frontiers in Geographical Teaching, Methuen Educational Ltd.
5. Cons., G.J. (1957) Hand book for Geography Teacher, London, Methuen Educational Ltd.
6. Gabler, Robert, et al, (1945) Introduction to Physical Geography, San Francisco, Holt, Rinehart and Winston.

7. Garnet Ohio, (1965) Fundamental in School Geography, London, Harrap and Co.
8. Gospil, G.H. (1965) The taching of Geography, London, Macmillan and Co.
9. Graves, N.J. (1971) Geography in Secondary Education, London, Geography Association.
10. Graves, N.J. (1972), New Movement in the Study and Teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.

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Course Code: B.Ed. 203(07)

External: 70 (Marks)

Internal: 30 (Marks)

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8 - Pedagogy of History

Course Code: B.Ed. 203(08)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centered methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Unit I: Nature Scope and Objective

- Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 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
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.

Unit II: Teaching Methods of Planning

2.1 Models of teaching:

- Discovery model
- Value Attainment model
- Enquiry model

2.2 Methods of teaching

- Lecture method
- Project method
- Supervised Study
- Story Telling method
- Biographical method
- Source method

2.3 Innovative Practices

- Brain-storming
- Dramatization
- Co-operative-learning
- Experiential-learning

2.4 Planning

- Annual plan
- Unit plan
- Lesson plan

Unit III: Teaching Aids and Resources

3.1 Teacher as a transformer of cultural & Historical Heritage:

- Teacher as a facilitator
- Qualities and professional growth of a history teacher to face challenges of present era.
- Teacher as a Reflective Practitioner and a Researcher

3.2

Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3 Use of community resources

- Field Trips
- History resources center
- Co-scholastic activities based on school curriculum
- History club

Unit IV: Teaching Text Book and Concept Analysis

4.1

- Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.
- Teaching of Controversial Issue: Nature of Historical controversies regarding facts.
- Controversies interpretation of facts. Objectivity and value – judgment in history.

4.2

- History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.
- History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

- Content Analysis of History Textbooks at Secondary level.
- Use of library and other instructional materials & Source: Primary and Secondary.

Unit V: Assessment in History

- 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.

Assignment / Sessionals (Any one of the follo

- I. 1.A visit to historical place and writing a report
- II. Preparation of Teaching Aids/Poster
- III. Preparation a unit plan and unit test in topic in relevance subject
- IV. Preparation a one of teaching aids/ Model for teaching of any topic of In relevance subject
- V. Preparation of Teaching Material Like, Model, chart and any other.
- VI. Prepare a innovative lesson plan

References:

1. Parik. Mathureshwar, Itihas Shikshan, Jaipur Research Publication, 1988
2. Roddannavar J.G. (2009) Method of Teaching history and civics
3. S.K. Kochhar – Teaching of social studies sterling publisher New Delhi.
4. Arora, K.L. Itihas Shikshan, Ludhiana Prakash 1982.
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9-Pedagogy of Mathematics

Course Code: B.Ed. 203(09)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

Unit I: Nature and Structure of Mathematics

- 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

Unit II: Objectives and Approaches of Teaching Mathematics

- 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.
- Approaches to teaching Mathematics: Behaviorist approach, constructivist approach
- Process oriented approach, competency based approach, Realistic mathematics education

Unit III: Methods and Model of Teaching Mathematics

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

Unit IV: Pedagogical Content Knowledge of Mathematics

- Concept of pedagogic content knowledge (PCK)
- Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.:- content analysis, Listing pre-requisites, instructional objectives and task analysis.
- 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.
- Analyzing and selecting suitable evaluation strategies
- Identifying the misconceptions and appropriate remedial strategies

Unit V: Technology in Mathematics Education

- Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.
- E-content development concept, formats, steps for preparation
- A survey of software used in mathematics teaching and learning.

Assignment / Sessionals (Any one of the following)

- Preparation of teaching aids.
- Demonstration of teaching aids.
- Visiting a mathematics lab and write a report.
- Conduct a teaching class on any topic of mathematics.
- Prepare a power point slide on any one teaching method.

References:-

1. Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brothers Educational Publishers.
2. NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT
3. Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra
4. Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers. Pvt. Ltd.
5. Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.), New Delhi: Vikas Publishing House Pvt. Ltd.
6. Bhasin, Sonia, (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya publishing house.
7. Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
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9. James. Aniee (2006). Teaching of Mathematics. Hyderabad: Neelkamal publications Pvt. Ltd.
10. Joyce. B. & Weil. M & Calhoun. E. (2009). Models of Teaching (8th Ed.), New Delhi: PHI Learning Pvt. Ltd.
11. Kumar. S. & Ratnalikar. D. N. (2003). Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

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Course Code: B.Ed. 203(10)

External: 70 (Marks)

Internal: 30 (Marks)

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5. f=ikBh] jkeljs'k ¼1992½ laLd`r O;kdj.k n'ku fnYyh&6] jktdey izdk'ku] izk- fy-] 7 Qt cktkjA
6. Widdowson, II.G, Teaching Language as Communication Oxford. OHP
7. Mackey William Francis, Language Teaching" Analysis London, Longmans. Green & Co. Ltd.

11- Pedagogy of Social Studies

Credits: 6

Course Code: B.Ed. 203(11)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To understand the need for teaching Social Sciences as an integrated discipline
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To gain knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To develop notion of Democracy, National integration etc.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Curriculum and Planning

- Concept and objectives of curriculum
- Concepts and Principles of Constructing curriculum of Social Studies
- Critical Analysis of the existing syllabus

Unit III: Teaching Planning

- 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.

Unit IV: Methods and Techniques

- 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

Unit V: Evaluation

- 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

Assignment / Sessional (Any one of the following)

- Construction of objective type test items.
- Prepare transparency / slides of any one topic in the syllabus.
- Preparation of frames of liner type program on any topic of social studies.
- Conduct a community survey on some existing social problem and find out the reason.
- Prepare a portfolio of any one eminent personality of the subject.

References:

1. Kochhar. S.K. (2001) Teaching of Social Studies. New Delhi Sterling Publications.
2. Mofatt. M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
3. Preston. Ralph C. (1955). Handbook of Social Studies in the Elementary School, New York: Rhinchart and Company
4. Preston. Ralph C. (1959). Teaching Social Studies in the Elementary School, New York, Rinchart and Company
5. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
6. Dash, B.N. (2006). Content cum Method of Teaching of Social Studies New Delhi: Kalyani Publication.
7. Dhamija. N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
8. Aggarwal. J.C. (1982), Teaching of Social Studies. New Delhi : Vikas Pub.
9. Bining, Arthur C. (1935). Teaching of Social Studies in Secondary School, New York: McGraw – Hill Book Company
10. Hamming J. (1959). The Teaching of Social Studies in Secondary Schools, New York: Longman Publication.

12- Pedagogy of Biology

Course Code: B.Ed. 203(12)

External: 70 (Marks)

Internal: 30 (Marks)

Course Objectives:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- Acquire a conceptual understanding of the Pedagogy of Biology.
- To Acquire and learn specific laboratory skills to conduct practical work in Biology.
- Develop and use the techniques of CCE for assessment of student's performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Unit I: Nature, Scope and Objectives

- 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

Unit II: Curriculum and Planning

- 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.

Unit III: Methods of Approaches

- 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

Unit IV: Instructional Support System

- 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

Unit V: Evaluation in Biology

- Evaluation: Concept, Types and purposes
- Type of test items and their construction
- Preparation of Blue Print & Achievement Test
- Evaluation of Practical work in Biology

Assignment / Sessionals (Any one of the following)

- Prepare any one of the following relate to Biology teaching- (i) Poster (ii) Story
- Demonstration of a working teaching model.
- Write a report on Biology lab.
- Prepare one study notes on any topic of Biology.
- Prepare a video lesson plan on teaching Biology.

References:

1. Kishore, L: Teaching of Physical Science, Delhi: Doaba House, 1991. 34
2. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982
3. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
4. Pal, H.R. and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
5. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing Hosue, 1993
6. Das, R.C. : Science in Schools. New Delhi: Sterling Publishers, 1985
7. Gupta, S.K. Teaching of Science Education. New Delhi: Vikas Publishers, 1983
8. Gupta, S.K. : Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
9. Gupta, V.K. : Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995
10. Joyce B. & Weil, M: Models of Teaching, Prentice Hall Inc., New Jersey, 1979

13- Pedagogy of Chemistry

Course Code: B.Ed. 203(13)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To enable the student-teachers to develop Chemistry as a discipline in Science
- To critically analyze the curriculum/evaluation practices of teaching of Chemistry in School to bring about changes in future to promote better pedagogy.
- To enable the students to use ICT for making teaching – learning more effective and joyful.
- To develop the abilities for planning and organizing chemistry laboratory.
- To evolve as reflective practitioners in Chemistry Education through innovative practices.

Unit I: The Nature of Science

- 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

Unit II: Curriculum and Planning

- 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

Unit III: Methods of Teaching Chemistry

- 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.

Unit IV: Instructional Support System

- 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.

Unit V: Evaluation of Chemistry

- 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.

Assignment / Sessionals (Any one of the following)

- Preparation of a low cost apparatus/ improve apparatus.
- Preparation of model and charts.
- Conducting Experiment in Chemistry Lab.
- Write a report on any one Indian Chemist.
- Prepare a lesson plan on teaching Chemistry.

References:

1. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982
2. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
3. Pal, H.R. and Pal, R. : Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
4. Pal. H.R. : Methodologies of Teaching & Training in Higher Education. Delhi
5. Sansanwal, D.N. & Singh, P: Models of Teaching. Society for Educational Research & Development, Baroda, 1991
6. Vaidya, N: Science Teaching for the 21st Century. Deep and Deep Publication, New Delhi, 1996
7. Venkataiah, S: Teaching of Chemistry. Anmol Publisher Pvt. Ltd., New Delhi-2002
8. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993
9. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985
10. Directorate of Hindi Implementation, Delhi University, 2000
11. Gupta, S.K.: Teaching of Science Education, New Delhi: Vikas Publishers, 1983
12. Gupta S.K. : Teaching Physical Science in Secondary, New Delhi: Sterling Publishers, 1985
13. Joyce, B & Weil M: Models of Teaching, Prentice Hall Inc.: New Jersey, 1979
14. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991

14- Pedagogy of General Science

Course Code: B.Ed. 203(14)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of General Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of General Science.

Unit I: Teaching of General Science

- 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

Unit II: Planning in General Science Teaching

- 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

Unit III: Methods & Techniques of teaching in General Science

- 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

Unit IV: Teaching Aids and Models of teaching

- 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

Unit V: Pedagogical analysis & Evaluation in General Science

- 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.

Assignment / Sessionals (Any one of the following)

- Conduct presentation of lesson plan.
- Prepare any two charts related General Science.
- Develop skills of making blue print.
- Content analysis of any one unit.
- Prepare a power point slide on any one teaching skill.

References:

1. Joshi R.; Kulkarni, V.G. and Sinha, Somdatta (1999). A Text book of Science of Class X, New Delhi, NCERT
2. Kohli. V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
3. Mangal S.K. (1997). Teaching of Science, New Delhi: Arya Book Depot, New UNSECO Source Book for Science France: UNSECO.
4. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
5. Cartin. A.A. and Sund, R.D. (1972). Teaching Science through Discovery. London: Merill
6. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing
7. Gerg, K.K.: Singh, Raghuvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT
8. Hurd Dihurt, P. (1971). New Directions in Teaching School Science. Chicago: Rand McNally Co.

15- Pedagogy of Physics

Course Code: B.Ed. 203(15)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Physics and its interface with society.
- Acquire a conceptual understanding of the Pedagogy of Physics.
- To Acquire and learn specific laboratory skills to conduct practical work in Physics.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

Unit I: Foundations of Teaching Physics

- 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.

Unit II: Planning for instruction and role of Teacher

- 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.

Unit III: Approaches and Methods of Teaching Physics

- 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

Unit IV: Instructional support system

- 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
- Planning and organization of science clubs, science fairs and field trips

Unit V: Physics curriculum and Evaluation of Physics Learning

- 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.

Assignment / Sessionals (Any one of the following)

- Develop skills of making blue print.
- Conduct a practical class.
- Visiting a Physics lab and write a report.
- Create a working model and demonstration.
- Prepare any two charts related teaching physics.

References:

1. Gupta, N.K. (1997). Research in Teaching of Science, New Delhi: APH Publishing Corporation.
2. Kochar. S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
3. Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishing House
4. Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery publishing House
5. Prakash, R. and Rath, T.N. (1996). Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers
6. Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.
7. Aicken, Frederick (1984). The Nature of Science, London: Heinemann Educational Books.
8. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
9. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
10. Das R.C. (1985), Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
11. Dave. R.H. Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
12. Edigar M. and Rao D.B. (1996). Science Curriculum New Delhi: Discovery Publishing House.
13. Gronlund, Norman, E. (1968). Constructing Achievement Tests, New York: Prentice

16- Pedagogy of Book Keeping

Course Code: B.Ed. 203(16)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To student-teachers will develop the understanding of the nature of Accountancy as a subject at Senior Secondary Stage.
- To understand the rationale of including Accountancy in the school curriculum,
- To make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To equip them with the essential qualities of an ideal Accounting teacher,
- To familiarize them with the techniques of evaluation in Accountancy.
- To develop in them the awareness about curricular innovations in Accountancy.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Teaching Planning and Royal of Teacher

- 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

Unit III: Techniques and Methods

- Teaching approaches of Book-Keeping and Accountancy
 - a. Journal Approach
 - b. Leader Approach
 - c. Cash Book Approach
 - d. Equation Approach
- 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.
- Techniques and devices to teach Book-Keeping and Accountancy.

Unit IV: Text Book and Approches of Framing Syllabus

- 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

Unit V: Evaluation of Students

- Evaluation of students performance
- Achievement Test
- Diagnostic Test
- Blue Print

Assignment / Sessional (Any one of the following)

- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.
- Preparation of a lesson plan based on any innovative method.
- Preparation of design, blue print for teacher made test.
- Prepare five slides related to book keeping teaching content at senior secondary level.

References:-

1. J.N. Vaish: Book-Keeping and Accountancy, Part I and II (Hindi & English Version)
2. Parikh, Dr. A.K.M. : Lesson planning in India Schools. Subha Sanchar, Ajmer
3. Selby: The Teaching of Book – Keeping
4. Tonne, Pohem and Freeman: Method of teaching business subject Gregg Pub. Dir., McGraw Hill Book Co. Inc., New York
5. Verma A. Musselma and J. Marshall Hannia: Teaching Book – Keeping and Accountancy, Gregg Pub. Div., McGraw Hill Book Co., Inc. New York
6. Williams: principles of Teaching applied in Book – Keeping and Accounts Sir Issac Pitman. London
7. Aggarwal, J.C. : Teaching of Commerce
8. Boynton Lewis D: Methods of teaching Book-Keeping, South Western Publication Co., Cincinnati, Ohio.
9. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store, Agra (Hindi & English Version)
10. Harvey: Ways to teach Book-Keeping and AccountancyObjectives:-After completion Of the course the student

17- Pedagogy of Commerce Practice

Course Code: B.Ed. 203(17)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- Develop an understanding of content of commerce and accountancy.
- Identify the role of IT in Commerce Education.
- Develop an appreciation towards the role of commerce in daily life.
- Understand the Commercial implications of various theories of learning.

Unit I : Conceptual Background of Commerce

- 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 Management, Information system.
- 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.

Unit II : Curriculum Developments in Commerce

- 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.

Unit III : Training in Teaching skills

- 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

Unit IV : Instructional Support or Resources for Commerce Teaching

- 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

Unit V : Evaluation in Commerce

- 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

Assignment / Sessional (Any one of the following)

- Report writing study and use of online tools in commerce practice.
- Organization and conducting commerce club activities in commerce class, Prepare a report
- Preparation of a lesson plan based on any innovation method.
- Critical analysis of commerce text books.
- Collection of newspaper cuttings related to commerce subject activities.

References :-

1. Khan. M.S., Commerce Education, New Delhi: Sterling Publication (P) Ltd.
2. Method and Techniques of Teaching Commerce Singh M.N. Young Man & Co. New Delhi.
3. Teaching of Commerce- Seema Rao. Anmol Publication, New Delhi
4. Teaching of Commerce – A Practical Approach. C. Aggarwal, Vikas Publishing House Pvt. Ltd. New Delhi.
5. Sharifkhan, Mohd. The Teaching of Commerce, New Delhi; Sterling Publication Pvt. Ltd.
6. Teaching of Commerce in Our School Lulla B. (BTTC-BIE Publication, Bombay).
7. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Commerce Education Mohammed Sharif Khan: Sterling Publishers Pvt. Ltd., New Delhi.

18- Pedagogy of Urdu

Course Code: B.Ed. 203(18)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- Understand the basic concepts and function of language with special reference to Urdu.
- Acquire knowledge of objective of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching at the secondary stage.
- Plan and teach lesson in Urdu prose, poetry, grammar and composition.
- Understand constructive approach to language teaching and learning.
- Prepare unit plans, Daily lesson plans and to analyses the subject content in term of language skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and audio visual materials and ICT (internet and computer technology).
- Develop and insight into the symbiotic relationship between curriculum syllabus and text book.
- Knowledge of evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

UNIT-1 – Origin and Development of Urdu Language

- Concept of language (verbal & non verbal) Concept of language learning and acquisition function of language, Transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and development of Urdu language.
- Language skills, listening and art of listening.
- Speaking- Pronunciation, Recitation and Punctuation.
- Reading- Aloud, Silent, Intensive and Extensive.
- Reading comprehension, reading defects and their cure.
- Writing- Knowledge of Urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.
- Teaching of alphabats,punctuation qualities of good hand writing.
- Letter writing(formal and in formal).
- Essay writing.

UNIT-2 - Urdu and Other Language

- Objective of teaching Urdu at secondary stage of education.
- Problem of teaching and learning Urdu and their solutions.
- Place of Urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of Urdu with other Indian language.

UNIT-3 – Methods of Teaching

- Methods of teaching Urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of Urdu literature(1)Prose(2)Composition(3)Grammar(4)Poetry, Ghazal, Nazism and Drama.
- Co-curricular activities.

UNIT-4 - Planning of Teaching

- Planning for teaching Urdu: Need and importance of planning.
- Content analysis.
- Yearly plan, Unit plan and Daily lesson plan.
- Audio Visual Aids-Need and importance of Audio-Visual Aids, Types of Audio-Visual aids.
- Appropriate use of teaching aids.
- Planning of Urdu lab and its use.
- Qualities of good Urdu Teacher.

UNIT-5 – Evolution of Urdu

- Purpose of concept of Evolution in Urdu.
- Techniques of Evolution, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for Evaluat

Assignment/ Sessionals (Any one of the following)

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6th to 12th text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)
4. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

B.Ed. 204 (EPC – 2)

Drama and Art in Education

Course Code: B.Ed. 204

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- Understand the role of fine arts in enhancing the creative potentials of an individual;
- genuine exploration, experience and free expression;
- Respond to the beauty in different Art forms;
- Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms (specifically regional, traditional and classical art forms)
- Enhance skills for integrating different Art forms across school curriculum at secondary level ;
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist;
- Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world;
- Get acquainted with the vast range of the regional and traditional art forms in the light of National Integratio

Unit I: Aesthetic Sense and Education

- 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.

Unit II: Performing Art and Learning

- 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.

Unit III: Folk Drama of Rajasthan

- 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.

Unit IV: Visual Art : Teaching & Learning

- 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 modeling, model making, pottery, puppetry, rangoli, paper art.

Unit V: ICT in drama and art in education

- 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.

3. Assignment / Sessional (Any one of the following)

- Every student-teacher must participate and practice different Art forms.
- Student-teachers may also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility. Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous
- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.

References:-

1. xkLokheh izsepUn % Hkkjrh; dyk ds fofo/k LO:i iap'khy izdk'ku] t;iqjA
2. izlkn nsok % f'k{kk dk okgu dyk] us'kuy cqd V²LV bafM; k] 1999
3. xlrk Mii- Hk; keyk % lksan; rRoheka l k] hek l kfgR; Hkou] U; yk; yiqj] fnYyhA
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6. Hkkeki vferk % HkkL=h; lxhr dk fodkl] bZLVu cqd fyad l] fnYyhA
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15. Hkkeki lR; orh% [;ky xk;u Hkkyh fodflr vk;ke] iap'khy izdk'ku] t;iqjA
16. ekyh Mk- f'kojke] xksdkdj MkW- l/kkdj % ukVd vksj jaxeap] us'kuy ifCyf'kax gkÅl] fnYyhA
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18. [kajkuk HkkUuk % [;ky xk;dh ds fofo/k ?kjku] fl)kFlz ifCyd's'ku] fnYyhA
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21. Raja Deepak S.: Hindustani Music. D.K. Print World Ltd., New Delhi
22. Sudhakar Kanaka: Indian Classical dancing. Sterling publishers Pvt. Ltd., New Delhi
23. Tribhwn Robin D., Tribhwan Preeti R. : Tribal Dances of India. Discovery Publication House, New Delhi. 1999

B.Ed. 205
School Pre-Internship & Criticism
Course Code: B.Ed. 205

Objectives of the Course:

- To adapt modern techniques for teaching skill development.
- To familiarize themselves with the concept of curriculum and co-curricular activities.
- To prepare a lesson plan.
- To observe children and the teaching learning process in systematic manner.

Semester III

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-301	Gender School and Society	6	6	70	30	100	3
B.Ed.-302	Knowledge and Curriculum (Part-II)	3	3	35	15	50	2
B.Ed.-303	<p style="text-align: center;">Optional Courses*</p> 4. Peace Education 5. Guidance and Counseling 6. Environmental Education 4. Health and Physical Education	6	6	70	30	100	3
B.Ed.-304	Assessment for Learning	6	6	70	30	100	3
B.Ed.-305 (EPC-3)	Critical Understanding of ICT	3	3	35	15	50	2
Total		24	24	280	120	400	

***Only one paper can be opted by the student**

B. Ed. 301-Gender, School and Society

Course Code: B.Ed. 301

External: 70 (Marks)

Internal: 30 (Marks)

Objectives:

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.

Unit I: Gender Issues: Key Concepts

- Gender, Sexuality, Patriarchy, Masculinity and Femininity
- 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

- Gender Identities and Socialization Practices in different types of families in India.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

Unit III: Gender Issues in Curriculum

- Gender, Culture and Institution : Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence : An Analysis – Gender and the hidden curriculum – Gender in Text and Classroom processes – Teacher as an agent of change – Life skills and sexuality.

Unit IV: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.

Unit V: Constitutional Commitments

- Reports of Commissions and Committees, Policy initiatives
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Assignment / Sessional (Any one of the following)

- Discussion on theories of gender and education with its application in the Indian context ·
- Project on analysing the institution of the family Marriage, reproduction Sexual division of labour and resources ·
- Debates and discussions on violation of rights of girls and women ·
- Visit to A teacher education institutions

- Analysis of textual materials from the perspective of gender bias and stereotype ·
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region. · The above discussion / debates to be documented in the form of an e-portfolio.

References:-

1. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. Etal. (2003). Gender and Violence in Schools. UNESCO.
3. Kirk Jackie e.d., (2008), Women Teaching in South Asia, SAGE, New Delhi
4. Leach, Fiona. (2003) Practising Gender Analysis in Education, Oxfam
5. National Curriculum Framework 2005: Position paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
6. Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India
7. Sherwani, Azim. (1998). The girl child in crisis. Indian Social Institute, New Delhi
8. Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd., New Delhi

B. Ed. 302: Knowledge and Curriculum (Part-2)

Course Code: B.Ed. 302

External: 35 (Marks)

Internal: 15 (Marks)

Objectives of the Course:

- To enable student teacher appreciate the relationship between schooling, Education and Knowledge.
- To examine the different sources of knowledge and their kinds.
- To familiarize students with the process of constructions of knowledge.
- To critically analyze the role of Education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion.

Unit I: Child's Construction of Knowledge

- Sources of Knowledge: Empirical Knowledge Vs Revealed Knowledge.

- Different kinds of knowledge:

- 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

Unit II: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson

Unit III: Curriculum Transaction

- Role of a teacher in knowledge construction through Dialogue, Challenge and Feedback as a Critical Pedagogue

Unit IV: School: The Site of Curriculum Engagement

- 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.

Unit V: School Culture

- 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.

Assignment / Sessional (Any one of the following)

- Organize a workshop related to curriculum development.
- Preparing an assignment on given topic in the syllabus.

- Prepare ppt of any topic in the syllabus.
- Content analysis on any subject school level book in light of gender issues.
- Conduct group discussion activity on the subject.

References:

1. Aggarwal, J.C. (2008). Knowledge Commission – 2006: Major observation and Recommendations, Educational Reforms in India for the 21st Century, New Delhi. Shipra Publication.
2. Balsara, M. (1999). Principles of Curriculum Reconstruction, New Delhi, Kanishka Publication.
3. Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R. Lal Book Depot.
4. Malareddy, M. and Ravishankar, S. Curriculum Development and Educational Technology. New Delhi. Sterling Publisher Pvt. Ltd.
5. Mohanty, J. (2003), Modern Trends in Education Technology. (Reprint Addition 2013)
6. Prasad Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publicaton.
7. Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, APH publishing Cooperation.
8. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, RSA International Publisher, Agra
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11. www.takinggobal.org/experst/article.html?cid-178

OPTIONAL COURSES (ANY ONE)

B. Ed. 303

1-PEACE EDUCATION

Course Code: B.Ed. 303(01)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education.
- To understand the philosophical thoughts for peace.
- To create frameworks for achieving peaceful and nonviolent societies.

Unit I: Concept of Peace

- 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

Unit III: Bases of Peace Education

- 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.

Unit IV: Effective Teaching of Peace

- 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.
- 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.

Assignment / Sessionals (Any one of the following)

- Films clips displaying, concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like –Doha Debates etc.
- Organize an activity in schools to promote peace.
- Write about the contribution of any two Noble prize winners for peace.
- Prepare an album for Indian philosophers and write their thoughts on peace.
- Write a report on Gandhi and peace.

References:-

1. Nagendra H.R. (1993). Yoga in Education, Bangalore, Vivekananda Kendra.
2. Niranjana, Swami. (1998). Yoga Darshan. Deogarh, Panchadashanam Paramahansa Alakh Bara.
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4. Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Bansarsi Dass.
5. Ram Swami (1999), A practical Guide to Holistic Health, Pennsylvania, Himalayan Institute of Yoga.
6. Reyna, Ruth. (1971). Introduction to Indian Philosophy, New Delhi, Tata McGraw Hill Publishing Co. Ltd.
7. Adams D (Ed) (1997) UNESCO and a culture of Peace : Promoting a Global Movement. Paris UNESCO.

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9. Dr. Haseen Taj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
10. Kvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
11. Kvalayananda, Swami, Asanas, (1983) Popular Prakashan Bombay. Hindi/English.
12. Lal, Raman Bihari (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.

B. Ed. 303

2- GUIDANCE AND COUNSELING

Course Code: B.Ed. 303 (2)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To appreciate the nature, purpose and need for guidance and counseling.
- To familiarize the responsibilities and moral obligation of a counselor.
- To develop capacity of applying the techniques and procedures of guidance and Counseling.
- To explore the sources of occupational information, their types and modes of Dissemination.
- To understand the concept, importance and theories of career development.

Unit I: Guidance in School

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- Issues and problems of Guidance.
- Role of School in Guidance.

Unit II: Areas, Tools and Techniques in Guidance

- 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.

Unit III: Counseling in School

- 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.

Unit IV: Tools and Techniques in Counseling

- Individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow up in counseling.
- Counseling for the children with special needs.
- Counseling for parents.

Unit V: Guidance and Counseling for Special Needs

- 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.

Assignment / Sessional (Any one of the following)

- i. Interview of a school counselor / Mobile Teacher in ZP School
- ii. Preparation and administration of any one test and make its report. (2 students from 5th to 10th std)
- iii. Visit to a guidance/ counselling center and write a report.
- iv. Preparation of a tool for identifying the educational needs of children.
- v. Preparing an assignment on given topic in the syllabus.
- vi. Prepare ppt of any topic in the syllabus.

Reference:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co., 1996.
2. Arbuckle Dugland, Guidance and Counseling in the classroom, Allyn & Bacon Inco., 1985.
3. Baqrki. B.G., Mukhopadhyaya. B., Guidance and Counseling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S. Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones. A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K. – Educational and Vocational Guidance in Secondary Schools, New Delhi, sterling publishers Pvt. Ltd. 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

B. Ed. 303(3): 3-Environmental Education

Course Code: B.Ed. 303(03)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- To do teaching learning about the environment, through the environment and for the environment.
- To develop special skill needed to link theoretical understanding with practical/applied aspects.

UNIT I: ENVIRONMENT & ECOLOGY

- 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).

UNIT II: ENVIRONMENTAL EDUCATION

- Environmental Education: Meaning, Objectives,
- Its need & importance
- Principles of Environmental Education.

UNIT III: POLLUTION CONTROL

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution – Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

UNIT IV: Environmental Health and Safety

- Concept of safety, health and environment
- Diseases through pollution.
- Management to control diseases.
- Environmental Health & Human Society.

UNIT V: NATURAL RESOURCES MANAGEMENT

- 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.

Assignment / Sessionals (Any one of the following)

- Plant one tree and write a report on environmental awareness.
- Conduct a “Swachchh Bharat Abhiyan” activity.

- Organize a rally on World Environment Day and write the report.
- Prepare any two charts on environment conservation.
- Conduct a Camp of environmental awareness and write its report.

References:-

1. Khoshoo, T. N. (1999), Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
2. Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and management. Ambala: Vivek Publishers.
3. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conserveation. I-VI, New Delhi: A.P.H. Co.
4. Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
5. Kaur, A. (2003). Scientific Approach to Environmental Education. Ludhiana: Tandon Publications.

B. Ed. 303(04)

4-Health and Physical Education

Course Code: B.Ed. 303(04)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organization skills in organizing inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Unit I: Concept of Health

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

Unit II: Health and Programme

- School health Programme
- Role of teacher in development of health
- Health Hygienic Education

Unit III: Physical Education

- Introduction, Definition and Meaning of Physical Education
- Objectives of Physical Education
- Scope of Physical Education & allied areas in Physical Education

Unit IV: Physical Fitness

- Definition, Meaning, Types and factors of Physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical Education and Sports

Unit V: Physical Fitness and Education

- Need & Importance of physical activities at school level (Secondary and Senior Secondary)
- Techniques and methods of Assessment of physical fitness

Assignment / Sessional (Any one of the following)

- Organize yoga activities in Camps and Prepare a Report.
- Analysis of various text books from health and physical education point of view.
- Organization of games and sports activities.
- Collection of newspaper cuttings related to subject activities.
- Preparing report writing on given topic in the syllabus.

References:

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2. Joint Committee of Central and Scottish Health Service Councils, "Health Education" Her Majesty's Stationary Office, London, 1964.
3. Ministry of Education Govt. of India, "A National plan of physical education and recreation", Albion Press, Delhi, 1956.
4. Bulletin No. 5, "A Guide to Teaching physical education in secondary schools", state department of education, Talaharssee, Florida, 1948 7.

5. Moss, Bernice, "Health Education", National Education Association of the United States, Washington, 1961.
6. Brown, Gordon, Board of Education, Tentative Curriculum Guide for physical education, Volume-I, Ridgewood public schools, New Jersey, 1960.
7. Diehl, Harold, Text book of Health Guide, American Medical Association, 1965.

B. Ed. 304- Assessment for Learning

Course Code: B.Ed. 304

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

The course will enable the student teachers to –

- Understand the process of evaluation.
- Develop the skill in preparing, administering and interpreting the achievement test.
- Understand and use different techniques and tools of evaluation for learning.

Unit I: Basic Concepts and Overview

- 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 and (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

Unit II: Analysis of Existing practices of Assessment

- 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

Unit III: Assessment in the Classroom and Record Keeping

- 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.

Unit IV: Interpreting Test Scores

- 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

Unit V: Feedback

- 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 and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessment

Assignment / Sessional (Any one of the following)

1. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
2. Developing a Portfolio / Profile / Evaluation Rubric
3. Evaluation of available Unit test and reformation of the same.
4. Designing Questionnaire / Interview Schedule on a given topic
5. Preparing any four evaluation tools for Formative Assessment.
6. Prepare a PPT Presentation on any topic of syllabus

References:-

1. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
2. Dunn., L & Bay, D.M. (ed). : Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
4. Hewett, Frank M. & Foreness Stevan R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984
5. Kirk, S.A. & Gallagher J.J., Education of Exceptional children ; Houghton Mifflin Co., Boston, 1989
6. Magnifico, L.X.: Education of the Exceptional child, New York, Longman.
7. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
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9. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004. Vol. XXXIX, No. 16. Nawani, D (2015)
10. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan. 17, Vol. L., No.

11. Nawani, D (2012), continuously and comprehensively evaluates children, Economic & Political Weekly, Vol. XLVIII, Jan. 12, 2013.
12. NCERT 92007) National Focus Group Paper on Examination Reforms S. K. (1994)
13. Applied Statistics for Education. Mittal Publications.

B. Ed. 305(EPC -3)**Critical Understanding of ICT****Course Code: B.Ed. 305****External: 35 (Marks)****Internal: 15 (Marks)****Objectives of the course**

- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Unit I: Information Communication Technology in Education

- 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.

Unit II: Introduction to Computer

- General awareness about functioning of Computer
- Generation, Characteristics, Types of computers and uses of Computer
- Brief introduction of working computer using the block diagram.
- Hardware
- 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)

Unit III: Computer Software

- Operating System – Concept and function
- Application software (Its uses in education)
- Word Processors
- Power point presentation
- Spread sheet

- Viruses & their management

Unit IV: ICT supported teaching/learning strategies, Internet and Intranet

- CAL – Computer Assisted Learning
- PBL – Project Aided Learning
- Technology Aided learning

Unit V: E- Learning

- E- Learning -Concept & Nature
- Web Based Learning
- Virtual Classroom
- Concept, need & importance
- Facilities available for Communication
- Email, Chat and online conferencing
- E- Library, websites, blog, Wikipedia
- Search Engines- Concept and uses

Assignment / Sessional (Any one of the following)

- Preparing on CD on any topic related to Syllabus.
- Prepare five slides any one subject related topic.
- Report on web based learning environments.
- Analysis of multimedia packages.
- Prepare a report on effective teaching learning process with ICT.

References:-

1. Kulsum, Dr. Umme (2014) : Information Communication Technology in Teacher Education, H.P. Bhargaava, Agra
2. Bhargava, H.P. Bhargaava House, Agra
3. Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan
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5. Rajsekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
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Semester IV

Course Code	Title of the Paper	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-401	Pedagogy of School Subject (Part II) 1. Draw. &Paint. 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics 16. Book Keeping 17. Comm. Practice 18. Urdu	6	6	70	30	100	3
B.Ed.-402 (EPC 4)	Understanding the Self	3	3	35	15	50	2
PRACTICALS							
B.Ed-403	School Internship (16 week) Pedagogy Part I & Pedagogy Part II (70 lessons) *External Assessment (Final Lesson)	15		100	150	250	
Total		24	9	205	195	400	

A student is required to obtain min. 40% marks in individual paper to pass

MAXIMUM & MINIMUM CREDITS OF THE PROGRAM

The total number of the credits of the B. Ed. Programmes is 96

Each student shall be required to appear for examinations in all courses. However, for **the award of the degree a student should secure all 96 credits.**

B. Ed. 401: Pedagogy of School Subject (Part-II)

1- Pedagogy of Drawing and Painting

Course Code: B.Ed. 401(01)

(External: 70 (Marks)

(Internal: 30 (Marks)

Objectives of the Course:

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic Sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

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
- Elements of Good Landscape
- Appreciation of Art

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

Unit IV: Methods of Teaching Art

- Qualities and functions of an Art-Teacher
- Methods of teaching art
- Lecture cum Demonstration method
- Direct Observation method
- Method of imagination and free expression

- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral
- Importance of art Room and its requirements.

Unit V: Planning of Art Teaching

- Micro teaching
- Yearly, Unit & Lesson planning to teach:
- Still life, Design, Landscape, Composition, Poster

Assignment / Sessional (Any one of the following)

- Preparation of any useful item from waste.
- Prepare a slide of contribution of artist.
- Prepare a lesson plan of innovation methods
- Prepare a Art room in your institution.
- Organize the exhibition and write a report.

References:-

1. Brown, Percy (1953). Indian Painting, Calcutta
2. Chawla, S.S. (1986). Teaching of Art, Patiala: publication Bureau, Punjabi University
3. Harriet, Goldstein (1964), Art in Everyday Life. Calcutta: Oxford and IBH Publishing
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools
5. Lowenfeld Viktor. Creative and Mental Growth
6. Margaret, Marie Deneck (1976). Indian Art London: The Himalata Publication
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut
8. Read, Herbert, Education through art
9. Shelar, Sanjay. Still Life. Jyotsana Prakasha

2 - Pedagogy of Civics

Course Code: B.Ed. 401(02)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- Explain and Discuss the Meaning, Nature and Scope of Civics.
- Explain the Importance of Civics as a School Subject.
- Differentiate between Aims and Objectives of Civics.
- Explain the meaning of Teaching method and Teaching techniques.

Unit I: Nature and Scope of Civics

- 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 behavioral terms.
- Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach

Unit II: Teaching Models and Methods

- 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.

Unit III: Role of Teaching

3.1

- a. Teacher as an agent of social change in multicultural multilingual Society.
- b. Teacher as a facilitator.
- c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

- a. Print Media
- b. Electronic Media
- c. Multi Media
- d. Visuals

3.3

- a. Use of community resources
- b. Civics resources center
- c. Co-Scholastic activities based on school curriculum
- d. Civics club

Unit IV: Political Structure and Content Analysis

4.1 Local, State and National Political Structure in India:

- a. Education for Citizenship.
- b. Political Science in the global context.
- c. Human right / Child right / Woman's right
- d. Peace and conflict resolution.
- e. Educational technology and political science (Civics)
- f. Gender issue in civics
- g. Content Analysis of Civics Textbooks of Secondary level

4.2 Use of Library and other instructional materials

Unit V: Assessment and Evaluation

5.1 Evaluation in Civics:

- a. Preparation of challenging assignments.
- b. Criteria for assessing written and practical work in Civics.

5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.

Assignment / Sessional (Any one of the following)

- Prepare five slides related to Civics/ Political Science teaching content at senior secondary level.
- Organizing and conducting civics club activities in class, Prepare a report.
- Prepare any one Audio visual aid.
- Write a report any one educational commission for educational development.
- Preparation of design, blue print for teacher made test.

References:-

1. K. Kochhar: The Teaching of Social Studies, Universities Publishers. Delhi, 1963.
2. Saxena, N.R. Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut: R. Hall Book Depot.
3. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut : R. Hall Book Depot
4. Tyagi G.D. (2000), Nagarik Shastra Shikshan, Agra: Vinod Pustak Mandir
5. V.R. Taneja: Teaching of Social Studies Mohindra Capital Publishers. Chandigarh, 1958.
6. Yadav, Nirmal (1994). Teaching of Civics and Political Science, New Delhi; Anmol Publication Pvt. Ltd.
7. A.C. Bining and D.H. Bining, Teaching the Social studies in Secondary School, (McGraw Hill, New York, 1952)
8. Agarwal, (1993), Teaching of Political Science-A practical approach, Vikas Publishing house, New Dehi.
9. Aggrawal. J.C. (1983) Teaching of Political Science and Civics, Delhi: Vikas Publication House Pvt. Ltd.
10. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd., New Delhi.
11. J.U. Michalis: Social Studies for Children in Democracy (Engle Wood Cliffs. N.J.) 1956.
12. Keith, Webb (1995), An Introduction to problems in the Philosophy of Social Sciences, Pub. Printer, London, New York.
13. K. Nasiah. School Studies in the school, Oxford University, Press Madras, 1957

14. Kochhar. S.K. (1985), Methods and Techniques for teaching, Sterling, Publishers Pvt. Ltd., New Delhi.
15. Maurice, P. Hunt, Lawrence E. Metcalf (1955) : Teaching High School Social Studies (Harper & Brothers, Publishers, New York).
16. Nachmias, D.nachmias, C.F. (1996), Research methods in social science. St. Martin's Press, Inc. New York
17. Bining A.C. & Bining. D.H. (1952). Teaching of Political Science in Secondary Schools, Tata McGraw Hill Publishing Co. Ltd., Bombay.
18. C.D. Samford, Social Studies in the Secondary School, McGraw Hill, New York, 1952.
19. Hunt & Metcalf (1968), Teaching high school social studies. Harper & Row Publishers. New York, London.
20. I.F. Forrester: Introducing Social Studies (Orient, Long Mans. Bombay) 1956.

3- Pedagogy of Home Science

Course Code: B.Ed. 401 (03)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.
- To develop the skills to evaluate student performance effectively with reliable and valid tools.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Teaching Methods of Home Science

- Micro teaching skills relevant in Home Science.
- 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.

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.

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.

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.

References:-

1. Begum, Fahmeeda (2006). Modern Teaching of Home Science. New Delhi: Anmol Publications.
2. Bhargava, Priya (2004). Teaching of Home Science. New Delhi. Commonwealth Publishers.

3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). Fundamentals of Teaching of Home Science New Delhi: Sterling Publisher
4. Das, R.R. and Ray Binita (1985). Teaching of Home Science. New Delhi: Sterling Publishers.
5. Devdas (1955): Teaching of Home Science in Secondary School. All India Council for Secondary Education, New Delhi.
6. Dapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana
7. Kapoor, Ritu (1994). Teaching of Home Science. Ludhiana: Parkash Book Depot.
8. Mago, Neelam: Teaching of Home Science. Ludhiana: Tandon publications.
9. Seshaiyah, Ponnana Rama (2004). Methods of Teaching Home Science, New Delhi: Discovery Publishing House.
10. Sharma, Shaloo (2002). Modern Methods of Teaching Home Science. Sarup & Sons., New Delhi.
11. Siddiqui, mujibul Hasan (2007). Teaching of Home Science, New Delhi: APH Publishing Corporation.
12. Yadav, Seema (1994). Teaching of Home Science, New Delhi: Anmol Publications.

4 - Pedagogy of Economics

Course Code: B.Ed. 401(04)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of evaluation.
- To develop awareness about syllabus prescribed by different State Boards.
- To develop awareness about recent advancements in teaching of Economics.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Curriculum and planning

- Concept and objectives of curriculum.

- Concepts and Principles of Constructing Curriculum of Economics.
- Critical Analysis of the existing syllabus.

Unit III: Teaching Planning

- 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

Unit IV: Teacher, Text Book, Teaching Aids

- 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 and Interactive Board.

Unit V: Evaluation

- 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-
 - Various types of question
 - Blue Print
 - Preparation of question paper

Assignment / Sessional (Any one of the following)

- Prepare five slides related to economics teaching content at senior secondary level.
- Critical appraisal of economic syllabus at senior secondary level.
- Preparation of teaching aids.
- Create any two skill based lesson plan.
- Preparation of design, blue print for teacher made test.

References: -

1. Robinson, K. and Wulson, R (Eds) (1977). Extending Economics within the Curriculum. London: Routledge and Kegan Paul
2. Saxena, N.R.: Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics, Merrut: R. Lall Book Depot.
3. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
4. Siddiqui, M.H. (2004), Teaching of Economics. New Delhi: Ashish Publishing House.
5. Teaching of social studies in secondary schools: Bining and Binning
6. Teacher's Manual in Economics: Dr. N. Hasen Published Law, Regional College of Education, Ajmer
7. Aggarwal J.C. (2005). Teaching of Economics – A Practical Approach. Agra – Vinod Pustak Mandir
8. Arithshastra Shikshan: Rampalsingh Prakashak Shabd Sanchar, Ajmer
9. Arithshastra Shikshan : Harnarayan Singh Avum Rajendra Pal Singh Prakash Laxminaryan Agarwal, Agra
10. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
11. Dhillon, S. and Chopra, K. (2002): Teaching of Economics, Ludhiana: Kalyani Publishers.
12. Kanwar, B.S. (1973), Teaching of Economics. Ludhiana : Prakash Brothers
13. Lee N (Ed.) (1975). Teaching of Economics: London: Heinemann Education Books.
14. Mittal, R.L, Arth Shastar Da Adhiapan, Patiala: Punjabi University Press.

5 - Pedagogy of English

Course Code: B.Ed. 401(05)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To understand the need and importance of English language.
- To develop proficiency in the language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English on Second language.
- To facilitate the effective use of learning resources.
- To encourage continuous professional development.
- To develop an appreciation of the role of English in both academics and life.

Unit I: Foundation of English Language Teaching

- 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

Unit II: Teaching of English Language Skills

- 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 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 media for language development, Qualities, Responsibilities and Professional ethics of language teacher.

Unit V: Assessment and Evaluation in English

- 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.

Assignment/ Sessionals (Any one of the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.
4. Prepare a innovative lesson plan
5. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
6. Preparation of Instructional Material:
 - Preparing Pot's
 - Preparation of Charts and Models
7. Prepare a Remedial program me for a child having English Spelling errors.
8. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

References:-

1. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
2. Elizabeth. M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
3. Ellis. Rod (2003). Task based Language Learning and Teaching. Oxford. New York: Oxford University Press. Pp. 156-157.
4. Bansal. R.K. and Harrison J.B. (1972) : spoken English for India. Madras: Orient longman Ltd.
5. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
6. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold
7. Hornby. A.S. (1998): Guide to Patterns and Usage in English O.U.P.
8. Lado. Robert (1971): Language Teaching, New Delhi: Tata Mcgraw Hill Publishing House Co. Ltd.
9. Bright and McGregor: Teaching English as Second language, Longman
10. Brinton. D. (2003). Content based instruction, In D. Nunan (Ed.). Practical English Language Teaching (pp. 199 224). New York: McGraw Hill.
11. Brumfit. C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
12. Frost. Richard. (2006) "A Task based Approach." British Council Teaching English.

6 - Pedagogy of Geography

Course Code: B.Ed. 401(06)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To equip the student-teachers to establish correlation between geographic Knowledge and cultural background.
- To develop geographic sense in them.
- To understand the inter relationships between different Subjects and Disciplines.
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Unit I: Nature and Structure of Geography

- 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:
 - (a) Geography as a description of the earth.
 - (b) Geography as a study of natural phenomena and their effect on man.
 - (c) Geography as a study of Landscape-Physical and cultural.
 - (d) Geography as a study of real difference.
 - (e) Geography as a study of spatial relationships.
 - (f) Geography as a study of unifying and integrating discipline.
- 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.

- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.

Unit II: Methods and Model of Teaching Geograph

- Models of teaching in reference of Geography teaching:
 - Concept Attainment model
 - Value Attainment model
 - Inquire model
 - Discovery model
- Methods of teaching:
 - Problem solving
 - Regional method
 - Project method
 - Supervised study

- Laboratory method
- Demonstration method
- Inductive & Deductive method
- Innovative Practices :
 - Brain-storming method
 - Co-operative-learning
 - Experimental-learning
- Planning:
 - Content Analysis
 - Annual Plan
 - Unit Plan
 - Lesson Plan

Unit III: Planing of Instruction and Role of Teacher

- 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.

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

Unit IV: Resources in Geography Teaching

- 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.
- 4.2 a. Content Analysis of Textbooks of Geography at secondary level
- b. Use of Library and other instructional materials related with Geography.

Unit V: Assessment in Geograpgy

- 5.1 Preparation of Challenging assignments
- 5.2 Criteria for assessing written and practical work in civics.

- 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

References:-

1. Bliar. Thomas A., (1951), Climatology: General and Regional, New York, Prentice Hall Inc.
2. Brianlt, E.W. and D.W. Shave. (1965), Geography in and out of school, London, Harrap and Co.
3. Brock., Jan O.M. (1965), Geography. Its scope and Spirit, Ohio, Charles E. Merrill
4. Charley. R.J. and P. Hagget (Eds) (1967), Frontiers in Geographical Teaching, Methuen Educational Ltd.
5. Cons., G.J. (1957) Hand book for Geography Teacher, London, Methuen Educational Ltd.
6. Gabler, Robert, et al, (1945) Introduction to Physical Geography, San Francisco, Holt, Rinehart and Winston.
7. Garnet Ohio, (1965) Fundamental in School Geography, London, Harrap and Co.
8. Gospil, G.H. (1965) The taching of Geography, London, Macmillan and Co.
9. Graves, N.J. (1971) Geography in Secondary Education, London, Geography Association.
10. Graves, N.J. (1972), New Movement in the Study and Teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.

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Course Code: B.Ed. 401(07)

External: 70 (Marks)

Internal: 30 (Marks)

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8 - Pedagogy of History

Course Code: B.Ed. 401(08)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centered methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Unit I: Nature Scope and Objective

- Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 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
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.

Unit II: Teaching Methods of Planning

2.1 Models of teaching:

- Discovery model
- Value Attainment model
- Enquiry model

2.3 Methods of teaching

- Lecture method
- Project method
- Supervised Study
- Story Telling method
- Biographical method
- Source method

2.3 Innovative Practices

- Brain-storming
- Dramatization
- Co-operative-learning
- Experiential-learning

2.4 Planning

- Annual plan
- Unit plan
- Lesson plan

Unit III: Teaching Aids and Resources

3.1 Teacher as a transformer of cultural & Historical Heritage:

- Teacher as a facilitator
- Qualities and professional growth of a history teacher to face challenges of present era.
- Teacher as a Reflective Practitioner and a Researcher

3.2

Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3 Use of community resources

- Field Trips
- History resources center
- Co-scholastic activities based on school curriculum
- History club

Unit IV: Teaching Text Book and Concept Analysis

4.1

- Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.
- Teaching of Controversial Issue: Nature of Historical controversies regarding facts.
- Controversies interpretation of facts. Objectivity and value – judgment in history.

4.2

- History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.
- History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

- Content Analysis of History Textbooks at Secondary level.
- Use of library and other instructional materials & Source: Primary and Secondary.

Unit V: Assessment in History

- 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.

Assignment / Sessionals (Any one of the follo

- I. 1.A visit to historical place and writing a report
- II. Preparation of Teaching Aids/Poster
- III. Preparation a unit plan and unit test in topic in relevance subject
- IV. Preparation a one of teaching aids/ Model for teaching of any topic of In relevance subject
- V. Preparation of Teaching Material Like, Model, chart and any other.
- VI. Prepare a innovative lesson plan

References:

1. Parik. Mathureshwar, Itihas Shikshan, Jaipur Research Publication, 1988
2. Roddannavar J.G. (2009) Method of Teaching history and civics
3. S.K. Kochhar – Teaching of social studies sterling publisher New Delhi.
4. Arora, K.L. Itihas Shikshan, Ludhiana Prakash 1982.
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9-Pedagogy of Mathematics**Course Code: B.Ed. 401(09)****External: 70 (Marks)****Internal: 30 (Marks)****Objectives of the course:**

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

Unit I: Nature and Structure of Mathematics

- 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
- Underdefined 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

Unit II: Objectives and Approaches of Teaching Mathematics

- 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.
- Approaches to teaching Mathematics: Behaviorist approach, constructivist approach
- Process oriented approach, competency based approach, Realistic mathematics education

Unit III: Methods and Model of Teaching Mathematics

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

Unit IV: Pedagogical Content Knowledge of Mathematics

- Concept of pedagogic content knowledge (PCK)
- Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.:- content analysis, Listing pre-requisites, instructional objectives and task analysis.
- 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.
- Analyzing and selecting suitable evaluation strategies
- Identifying the misconceptions and appropriate remedial strategies

Unit V: Technology in Mathematics Education

- Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.
- E-content development concept, formats, steps for preparation
- A survey of software used in mathematics teaching and learning.

Assignment / Sessionals (Any one of the following)

- Preparation of teaching aids.
- Demonstration of teaching aids.
- Visiting a mathematics lab and write a report.
- Conduct a teaching class on any topic of mathematics.
- Prepare a power point slide on any one teaching method.

References:-

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2. NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT
3. Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra
4. Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers. Pvt. Ltd.
5. Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.), New Delhi: Vikas Publishing House Pvt. Ltd.
6. Bhasin, Sonia, (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya publishing house.
7. Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
8. Ediger. M. & Rao. D.B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
9. James. Aniee (2006). Teaching of Mathematics. Hyderabad: Neelkamal publications Pvt. Ltd.

10. Joyce. B. & Weil. M & Calhoun. E. (2009). Models of Teaching (8th Ed.), New Delhi: PHI Learning Pvt. Ltd.
11. Kumar. S. & Ratnalikar. D. N. (2003). Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

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5. f=ikBh] jkeljs'k ¼1992½ !ald`r O;kdj.k n'ku fnYyh&6] jktdey izdk'ku] izk- fy-] 7 Qt cktkjA
6. Widdowson, H.G, Teaching Language as Communication Oxford. OHP
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11- Pedagogy of Social Studies

Course Code: B.Ed. 401(11)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To understand the need for teaching Social Sciences as an integrated discipline
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To gain knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To develop notion of Democracy, National integration etc.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Curriculum and Planning

- Concept and objectives of curriculum
- Concepts and Principles of Constructing curriculum of Social Studies
- Critical Analysis of the existing syllabus

Unit III: Teaching Planning

- 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.

Unit IV: Methods and Techniques

- 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

Unit V: Evaluation

- 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

Assignment / Sessional (Any one of the following)

- Construction of objective type test items.
- Prepare transparency / slides of any topic in the syllabus.
- Preparation of frames of liner type program on any topic of social studies.
- Conduct a community survey on some existing social problem and find out the reason.

Prepare a portfolio of any one eminent personality of the subject.

References:

1. Kochhar. S.K. (2001) Teaching of Social Studies. New Delhi Sterling Publications.
2. Mofatt. M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
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10. Hamming J. (1959). The Teaching of Social Studies in Secondary Schools, New York: Longman Publication.

12- Pedagogy of Biology

Course Code: B.Ed. 401(12)

External: 70 (Marks)

Internal: 30 (Marks)

Course Objectives:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- Acquire a conceptual understanding of the Pedagogy of Biology.
- To Acquire and learn specific laboratory skills to conduct practical work in Biology.
- Develop and use the techniques of CCE for assessment of student's performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Unit I: Nature, Scope and Objectives

- 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

Unit II: Curriculum and Planning

- 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.

Unit III: Methods of Approaches

- 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

Unit IV: Instructional Support System

- 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

Unit V: Evaluation in Biology

- Evaluation: Concept, Types and purposes
- Type of test items and their construction
- Preparation of Blue Print & Achievement Test
- Evaluation of Practical work in Biology

Assignment / Sessionals (Any one of the following)

- Prepare any one of the following relate to Biology teaching- (i) Poster (ii) Story
- Demonstration of a working teaching model.
- Write a report on Biology lab.
- Prepare one study notes on any topic of Biology.
- Prepare a video lesson plan on teaching Biology.

References:

1. Kishore, L: Teaching of Physical Science, Delhi: Doaba House, 1991. 34
2. Mangal, S.K. : Teaching of Science. New Delhi: Agra Book Depot, 1982
3. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
4. Pal, H.R. and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
5. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing Hosue, 1993
6. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985
7. Gupta, S.K. Teaching of Science Education. New Delhi: Vikas Publishers, 1983
8. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
9. Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995
10. Joyce B. & Weil, M: Models of Teaching, Prentice Hall Inc., New Jersey, 1979

13- Pedagogy of Chemistry

Course Code: B.Ed. 401(13)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To enable the student-teachers to develop Chemistry as a discipline in Science
- To critically analyze the curriculum/evaluation practices of teaching of Chemistry in School to bring about changes in future to promote better pedagogy.
- To enable the students to use ICT for making teaching – learning more effective and joyful.
- To develop the abilities for planning and organizing chemistry laboratory.
- To evolve as reflective practitioners in Chemistry Education through innovative practices.

Unit I: The Nature of Science

- 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

Unit II: Curriculum and Planning

- 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

Unit III: Methods of Teaching Chemistry

- 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.

Unit IV: Instructional Support System

- 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.

Unit V: Evaluation of Chemistry

- 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.

Assignment / Sessionals (Any one of the following)

- Preparation of a low cost apparatus/ improve apparatus.
- Preparation of model and charts.
- Conducting Experiment in Chemistry Lab.
- Write a report on any one Indian Chemist.
- Prepare a lesson plan on teaching Chemistry.

References:

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2. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
3. Pal, H.R. and Pal, R. : Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
4. Pal. H.R. : Methodologies of Teaching & Training in Higher Education. Delhi
5. Sansanwal, D.N. & Singh, P: Models of Teaching. Society for Educational Research & Development, Baroda, 1991
6. Vaidya, N: Science Teaching for the 21st Century. Deep and Deep Publication, New Delhi, 1996
7. Venkataiah, S: Teaching of Chemistry. Anmol Publisher Pvt. Ltd., New Delhi-2002
8. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993
9. Das, R.C. : Science in Schools. New Delhi: Sterling Publishers, 1985
10. Directorate of Hindi Implementation, Delhi University, 2000
11. Gupta, S.K.: Teaching of Science Education, New Delhi: Vikas Publishers, 1983
12. Gupta S.K. : Teaching Physical Science in Secondary, New Delhi: Sterling Publishers, 1985
13. Joyce, B & Weil M: Models of Teaching, Prentice Hall Inc.: New Jersey, 1979
14. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991

14- Pedagogy of General Science

Course Code: B.Ed. 401(14)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of General Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of General Science.

Unit I: Teaching of General Science

- 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

Unit II: Planning in General Science Teaching

- 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

Unit III: Methods & Techniques of teaching in General Science

- 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

Unit IV: Teaching Aids and Models of teaching

- 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

Unit V: Pedagogical analysis & Evaluation in General Science

- 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.

Assignment / Sessionals (Any one of the following)

- Conduct presentation of lesson plan.
- Prepare any two charts related General Science.
- Develop skills of making blue print.
- Content analysis of any one unit.
- Prepare a power point slide on any one teaching skill.

References:

1. Joshi R.; Kulkarni, V.G. and Sinha, Somdatta (1999). A Text book of Science of Class X, New Delhi, NCERT
2. Kohli. V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
3. Mangal S.K. (1997). Teaching of Science, New Delhi: Arya Book Depot, New UNSECO Source Book for Science France: UNSECO.
4. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
5. Cartin. A.A. and Sund, R.D. (1972). Teaching Science through Discovery. London: Merrill
6. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing
7. Gerg, K.K.: Singh, Raghuvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT
8. Hurd Dihurt, P. (1971). New Directions in Teaching School Science. Chicago: Rand McNally Co.

15- Pedagogy of Physics

Course Code: B.Ed. 401(15)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Physics and its interface with society.
- Acquire a conceptual understanding of the Pedagogy of Physics.
- To Acquire and learn specific laboratory skills to conduct practical work in Physics.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

Unit I: Foundations of Teaching Physics

- 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 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.

Unit II: Planning for instruction and role of Teacher

- 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.

Unit III: Approaches and Methods of Teaching Physics

- 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

Unit IV: Instructional support system

- 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
- Planning and organization of science clubs, science fairs and field trips

Unit V: Physics curriculum and Evaluation of Physics Learning

- 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.

Assignment / Sessionals (Any one of the following)

- Develop skills of making blue print.
- Conduct a practical class.
- Visiting a Physics lab and write a report.
- Create a working model and demonstration.
- Prepare any two charts related teaching physics.

References:

1. Gupta, N.K. (1997). Research in Teaching of Science, New Delhi: APH Publishing Corporation.
2. Kochar. S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
3. Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishing House
4. Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery publishing House
5. Prakash, R. and Rath, T.N. (1996). Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers
6. Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.
7. Aicken, Frederick (1984). The Nature of Science, London: Heinemann Educational Books.
8. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
9. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
10. Das R.C. (1985), Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.

11. Dave. R.H. Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
12. Edigar M. and Rao D.B. (1996). Science Curriculum New Delhi: Discovery Publishing House.
13. Gronlund, Norman, E. (1968). Constructing Achievement Tests, New York: Prentice

16- Pedagogy of Book Keeping

Course Code: B.Ed. 401(16)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- To student-teachers will develop the understanding of the nature of Accountancy as a subject at Senior Secondary Stage.
- To understand the rationale of including Accountancy in the school curriculum,
- To make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To equip them with the essential qualities of an ideal Accounting teacher,
- To familiarize them with the techniques of evaluation in Accountancy.
- To develop in them the awareness about curricular innovations in Accountancy.

Unit I: Nature, Scope and Objective

- 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.

Unit II: Teaching Planning and Royal of Teacher

- 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

Unit III: Techniques and Methods

- Teaching approaches of Book-Keeping and Accountancy
 - e. Journal Approach

- f. Leader Approach
- g. Cash Book Approach
- h. Equation Approach

- 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.
- Techniques and devices to teach Book-Keeping and Accountancy.

Unit IV: Text Book and Approches of Framing Syllabus

- 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

Unit V: Evaluation of Students

- Evaluation of students performance
- Achievement Test
- Diagnostic Test
- Blue Print

Assignment / Sessional (Any one of the following)

- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.
- Preparation of a lesson plan based on any innovative method.
- Preparation of design, blue print for teacher made test.
- Prepare five slides related to book keeping teaching content at senior secondary level.

References:-

1. J.N. Vaish: Book-Keeping and Accountancy, Part I and II (Hindi & English Version)
2. Parikh, Dr. A.K.M. : Lesson planning in India Schools. Subha Sanchar, Ajmer
3. Selby: The Teaching of Book – Keeping
4. Tonne, Pohem and Freeman: Method of teaching business subject Gregg Pub. Dir., McGraw Hill Book Co. Inc., New York
5. Verma A. Musselma and J. Marshall Hannia: Teaching Book – Keeping and Accountancy, Gregg Pub. Div., McGraw Hill Book Co., Inc. New York
6. Williams: principles of Teaching applied in Book – Keeping and Accounts Sir Issac Pitman. London
7. Aggarwal, J.C. : Teaching of Commerce
8. Boynton Lewis D: Methods of teaching Book-Keeping, South Western Publication Co., Cincinnanti, Ohio.
9. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store, Agra (Hindi & English Version)
10. Harvey: Ways to teach Book-Keeping and AccountancyObjectives:-After completion Of the course the student

17- Pedagogy of Commerce Practice

Course Code: B.Ed. 401(17)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- Develop an understanding of content of commerce and accountancy.
- Identify the role of IT in Commerce Education.
- Develop an appreciation towards the role of commerce in daily life.
- Understand the Commercial implications if various theories of learning.

Unit I: Conceptual Background of Commerce

- 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 Management, Information system.
- 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.

Unit II: Curriculum Developments in Commerce

- 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.

Unit III: Training in teaching skills

- 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

Unit IV: Instructional Support or Resources for Commerce Teaching

- 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

Unit V: Evaluation in Commerce

- 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

Assignment / Sessional (Any one of the following)

- Report writing study and use of online tools in commerce practice.
- Organization and conducting commerce club activities in commerce class, Prepare a report
- Preparation of a lesson plan based on any innovation method.
- Critical analysis of commerce text books.
- Collection of newspaper cuttings related to commerce subject activities.

References:-

1. Khan. M.S., Commerce Education, New Delhi: Sterling Publication (P) Ltd.
2. Method and Techniques of Teaching Commerce Singh M.N. Young Man & Co. New Delhi.
3. Teaching of Commerce- Seema Rao. Anmol Publication, New Delhi
4. Teaching of Commerce – A Practical Approach. C. Aggarwal, Vikas Publishing House Pvt. Ltd. New Delhi.
5. Sharifkhan, Mohd. The Teaching of Commerce, New Delhi; Sterling Publication Pvt. Ltd.
6. Teaching of Commerce in Our School Lulla B. (BTTC-BIE Publication, Bombay).
7. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Commerce Education Mohammed Sharif Khan: Sterling Publishers Pvt. Ltd., New Delhi.

18- Pedagogy of Urdu

Course Code: B.Ed. 401(18)

External: 70 (Marks)

Internal: 30 (Marks)

Objectives of the course:

- Understand the basic concepts and function of language with special reference to Urdu.
- Acquire knowledge of objective of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching at the secondary stage.
- Plan and teach lesson in Urdu prose, poetry, grammar and composition.
- Understand constructive approach to language teaching and learning.
- Prepare unit plans, Daily lesson plans and to analyses the subject content in term of language skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and audio visual materials and ICT (internet and computer technology).
- Develop and insight into the symbiotic relationship between curriculum syllabus and text book.
- Knowledge of evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

UNIT-1 – Origin and Development of Urdu Language

- Concept of language (verbal & non verbal) Concept of language learning and acquisition function of language, Transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and development of Urdu language.
- Language skills, listening and art of listening.
- Speaking- Pronunciation, Recitation and Punctuation.
- Reading- Aloud, Silent, Intensive and Extensive.
- Reading comprehension, reading defects and their cure.
- Writing- Knowledge of Urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.
- Teaching of alphabats,punctuation qualities of good hand writing.
- Letter writing(formal and in formal).
- Essay writing.

UNIT-2 - Urdu and Other Language

- Objective of teaching Urdu at secondary stage of education.
- Problem of teaching and learning Urdu and their solutions.
- Place of Urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of Urdu with other Indian language.

UNIT-3 – Methods of Teaching

- Methods of teaching Urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of Urdu literature(1)Prose(2)Composition(3)Grammar(4)Poetry, Ghazal, Nazism and Drama.
- Co-curricular activities.

UNIT-4 - Planning of Teaching

- Planning for teaching Urdu: Need and importance of planning.
- Content analysis.
- Yearly plan, Unit plan and Daily lesson plan.
- Audio Visual Aids-Need and importance of Audio-Visual Aids, Types of Audio-Visual aids.
- Appropriate use of teaching aids.
- Planning of Urdu lab and its use.
- Qualities of good Urdu Teacher.

UNIT-5 – Evolution of Urdu

- Purpose of concept of Evolution in Urdu.
- Techniques of Evolution, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for Evaluation.

Assignment/ Sessionals (Any one of the following)

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6th to 12th text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)
4. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

B.Ed 402 :(EPC-4) Understanding the self

Course Code: B.Ed. 402

External: 35 (Marks)

Internal: 15 (Marks)

Objectives:

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.
- To develop an understanding of the paradigm shift from Women studies to Gender

Studies based on the historical backdrop.

- To reflect on different theories of Gender and Education and relate it to power relations.
- To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.

Unit I: Exploring the self (potential of self, fears, aspirations)

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

Unit II: The Evolving Self

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)

Unit III: Management of Emotions

- Positivity and management of emotions
- Tactics and techniques of self understanding

Unit IV: The Emerging Self

- Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion

Unit V: School and Media

- Disability (any three of the indicated may be chosen) Agencies that shape the self: Family, School and Media
- Challenging Stereotypes

Assignment / Sessional (Any one of the following)

- Participate or lead in real life intervention (within families/colleges or community).
- Prepare objective based test paper.
- Make a record of students through the narration of their life stories.
- Prepare one ICT tool for any topic
- Organize seminar on self identify.

References:-

1. Lewis, M. & Brooks-Gunn, J. (1978). Self Knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), the development of affect: The genesis of behavior, 1 (pp. 205-226). New York: Plenum Press.
2. Luft J and Ingham Branden, N., & Archibald, S. (1982). The psychology of self esteem. Bantam Books.

3. Rogers, C. (2012). On becoming a person: A therapist's view of psychotherapy.
4. Houghton Mifflin Harcourt. Rogers, C. R. (1974). Toward becoming a fully functioning person. Readings in Human.
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8. Self awareness, self – evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
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10. Guilford Mullen, B. & Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. *Journal of experimental social Psychology*, 18, 43-55.

B.Ed. 403

School Internship

Course Code: B.Ed. 403

Objectives of the Course:

- To adapt modern techniques for teaching skill development.
- To familiarize themselves with the concept of curriculum and co-curricular activities.
- To prepare a lesson plan.
- To observe children and the teaching learning process in systematic manner.