



## **Biyani Girls B.Ed. College**

**Recognised by NCTE and Affiliated to University of Rajasthan  
R-4, Sector 3, Vidyadhar Nagar, Jaipur -302039 (Rajasthan)**

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**Track ID : RJCOTE14482**

**NAAC Accreditation 2016-17**

### **SELF STUDY REPORT**

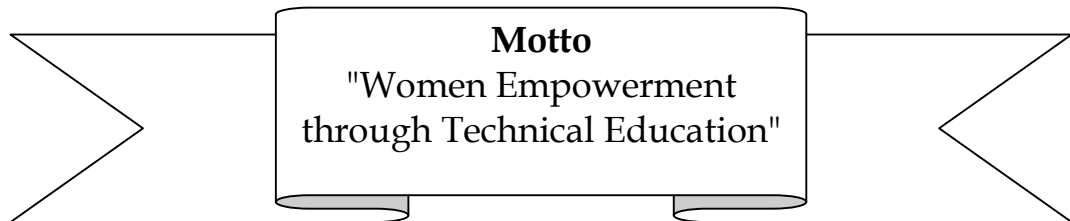
**SUBMITTED TO  
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
(NAAC)**



## **SECTION –A**

# **SELF STUDY REPORT**





**Vision**

Excellence in competencies and value based teacher education

**Mission**

Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system.

**Values**

- Nurturing the humanistic competencies.
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.



### ***Objectives***

- To introduce the prospective teachers to the fundamentals of education through various papers prescribed in B.Ed. course.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To enable the pupils to receive the right education from dedicated teachers under dynamic administration.
- To impart a sound and all round education to the student irrespective of caste, creed or religion.
- To provide proper orientation to empower women through technical education.
- To orient the student to develop a strong character, self-reliance, integrity, fellow feeling and a sense of duty towards society and the nation.
- To orient the student to strive for excellence.
- To foster realistic understanding, appreciation and faith in the culture of India.
- To prepare students for a democratic way of life.
- To equip students with the futuristic outlook suited to the materialistic society.



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Biyani Girls B.Ed. College  
R-4, Sector 3, Vidyadhar Nagar,  
Jaipur (Raj.) 302039

### *Principal's Desk ....*

The Biyani Girls B.Ed. College (BGBC), was established in 2006. It is an exclusive girls, post graduate education institute, is one of the best women college in the state of Rajasthan. It was the dream of a true educationist Late Shri Jugal Kishoreji Biyani. It is affiliated to University of Rajasthan, Jaipur recognized by NCTE. Our institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.

This self-study report is a comprehensive status report of our institution, its achievements, strengths, weaknesses opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinize and compile the facts to make the SSR factual. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programmes offered by our institution to meet the challenges of teacher education. This academic exercise has helped us in understanding and planning the institutional activities to march forward in order to reach our motto “ Women empowerment through Technical Education.

We offer ourselves for quality inspection by NAAC to get accreditation status which will help us to serve the concerned stakeholder meaningfully.

We are spruced for the NAAC visit and eagerly looking forward to it.

Sincerely  
Principal  
On behalf of BGBC



**BIYANI SHIKSHAN SAMITI**  
(Management Committee)

Name of Member	Designation
Dr. Rajeev Biyani	President
Dr. Sanjay Biyani	Secretary
Dr. Bal Krishna Maheshwari	Vice President
Dr. Manish Biyani	Joint Secretary
Dr. Neeta Maheshwari	Treasurer
Dr. Anil Mandhana	Member
Shri Gyan Chand Somani	Member
Dr. Madhu	Member
Smt. Priyanka	Member
Shri Rajeev Sogani	Member
Shri Sarvesh Joshi	Member
Shri Shishu Pal Sharma	Member
Smt. Saroj Nayak	Member
Smt. Pushpa Devi	Member
Smt. Sujata	Member



## STEERING COMMITTEE

Dr. Ekta Pareek	Principal
Dr. Vandana Naruka	Vice Principal
Dr. Shipra Gupta	Coordinator
Ms. Malti Saxena	Member
Ms. Raju Pansari	Member
Mr. Manish Saini	Member
Ms. Sunita Sharma	Member
Ms. Arti Gupta	Member
Ms. Tripti Saini	Member
Ms. Bharti Sharma	Member
Ms. Sarita Pareek	Member
Ms. Sunita Ku. Sharma	Member
Ms. Meenakshi Sharma	Member
Ms. Mukesh Kumari	Member



**SECTION - B  
SELF STUDY  
REPORT  
PART-I**



# BIYANI GIRLS B.ED. COLLEGE

## SELF APPRAISAL REPORT

### Part I: Institutional Data

#### A. Profile of the Institution

1. Name and address of the institution : **Biyani Girls B.Ed. College,**  
Sector-3, Vidhyadhar Nagar,  
Jaipur- 302039
2. Website URL : **biyanigirlscollege.com**
3. For communication:

#### Office

Name	Telephone No. with STD Code	Fax No	E-Mail Address
Head/Principal <b>Dr. Ekta Pareek</b>	0141-2336226 0141-2338591-95	0141-2338007	bgbcpprincipal@gmail.com
Vice-Principal <b>Dr. Vandana Naruka</b>	0141-2338591-95 0141-2336226	0141-2338007	acad@biyanicolleges.org
Self - appraisal Co-ordinator <b>Dr. Shipra Gupta</b>	0141-2336226 0141-2338591-95	0141-2338007	bgbcskipra@gmail.com

#### Residence

Name	Telephone No. with STD Code	Mobile No.
Head/Principal <b>Dr. Ekta Pareek</b>	0141-2336226	9928910366
Vice-Principal <b>Dr. Vandana Naruka</b>	0141-2336226	9783180484
Self - appraisal Co-ordinator <b>Dr. Shipra Gupta</b>	0141-2336226	9461036868

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres : **1.1 acre**

6. Is it a recognized minority institution? ☐ Yes ☒ No



7. Date of establishment of the institution :

MM	YYYY
08	2006

Month & Year

8. University/Board to which the institution is affiliated:

**University of Rajasthan**

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year :  
2f

MM	YYYY
-	-

**(Under Process)**

Month & Year :  
12B

MM	YYYY
N.A.	N.A.

10. Type of Institution

- a. By funding
- i. Government ☐
  - ii. Grant-in-aid ☐
  - iii. Constituent ☐
  - iv. Self-financed ☒
  - v. Any other (specify and indicate) ☐
- b. By Gender
- i. Only for Men ☐
  - ii. Only for Women ☒
  - iii. Co-education ☐
- c. By Nature
- i. University Dept. ☐
  - ii. IASE ☐
  - iii. Autonomous College ☐
  - iv. Affiliated College ☒
  - v. Constituent College ☐
  - vi. Dept. of Education of Composite College ☐
  - vii. CTE ☐
  - viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ ☒

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	Graduate	Degree ✓	2 Year	Hindi / English
iv.	Post Graduate			Diploma		
		M.Ed	B.Ed	Degree ✓	2year	Hindi/ English

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Sanctioned Intake
Pre-primary			
Secondary/ Sr.secondary	B.Ed.	F.NRC/NCTE/RJ-1432/2015/99723/ Dt. 15.5.2015	300
Post Graduate	M.Ed	F_NRC/NCTE/F-7/RJ-899/2015/103190 Dt.23.5.2015	50
Other (specify)			

## B. Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

01
----

b) Fee charged per programme

1500/-
--------

3. Are there programmes with semester system?

Yes
-----

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?

Yes	✓	No	
-----	---	----	--

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

3
---

5. Number of methods/elective options (programme wise)

B.Ed.

1
---

M.Ed. (Full Time)

1
---

M.Ed. (Part Time)

-
---

Any other (specify and indicate)

-
---

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	NIL
--------	-----

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	6
--------	---

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

10. How long does it take for the institution to introduce a new programme within the existing system?

One Academic Year
-------------------

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	
-----	---	----	--

Number	03
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes

✓
---

No

--

14. Does the institution encourage the faculty to prepare course outlines?

Yes

☒

No

☐

## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution

☐

b) Common entrance test conducted by the  
University/Government

☒

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☐

f) Any other (specify and indicate)

☐

(If more than one method is followed, kindly specify the weightages)

☐

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year

05.10.2015

b) Date of last admission

23.02.2015

c) Date of closing of the academic year

15.07.2016

d) Total teaching days

210

e) Total working days

230

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	-	454	454	-	313	313	-	141	141
M.Ed. (Full Time)	-	80	80	-	51	51	-	29	29
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

19312

b) Unit cost including salary component

37368

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	67%	50%	55%	SC/ST/OBC 45% WD/ Divorce , 45%
M.Ed. (Full Time)	78%	50%	72%	SC/ST/OBC 50% WD/ Divorce , 50%
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	50%	25%	25%
M.Ed. (Full Time)	75%	-	25%
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1

0

b) Minimum number of pre-practice teaching

0

8

## Lessons given by each student

### 11. Practice Teaching at School

a) Number of schools identified for practice teaching

2	0
---	---

b) Total number of practice teaching days

3	0
---	---

c) Minimum number of practice teaching lessons given by each student

2	7
---	---

### 12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 10
------------------------------	--------	--------------------------------------	--------

### 13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

### 14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

### 15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed. ✓	<b>40 % (Theory +Prac. )</b>	<b>60 % (Theory +Prac. )</b>
M.Ed. (Full Time)	<b>35%</b>	<b>65%</b>
M.Ed. (Part Time)	-----	-----

### 16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	<b>OHP</b>	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	<b>01</b>
--------	-----------

19. Does the institution offer computer science as a subject?

Yes	✓	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulsory ☒ Optional ☐

**Criterion III: Research, Consultancy and Extension**

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	4	8.69	%
--------	---	------	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
NIL			

3. Number of completed research projects during last three years.

Nil



4. How does the institution motivate its teachers to take up research in education?  
(Mark ✓ for positive response and X for negative response)

- ☐ Teachers are given study leave
- ☐ Teachers are provided with seed money
- ☐ Adjustment in teaching schedule
- ☐ Providing secretarial support and other facilities
- ☐ Any other specify and indicate

X
X
✓
✓
X

5. Does the institution provide financial support to research scholars?

Yes ☐ No ☒

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes ☐ No ☒

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		65
National journals – referred papers Non referred papers	✓		225
Academic articles in reputed magazines/news papers	✓		10
Books	✓		25
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
Number	10		

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	150	70
International seminars	75	35
Any other academic forum		

11. What types of instructional materials have been developed by the institution?  
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/ audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☒ Part-time ☐ Additional charge ☐

13. Are there NSS and NCC programmes in the institution?

Yes ☐ No ☒

14. Are there any other outreach programmes provided by the institution?

Yes ☒ No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies / NGOs on Campus

08

16. Does the institution provide consultancy services?

Yes ☒ No ☐

In case of paid consultancy what is the net amount generated during last three years.

N. A.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	University of Rajasthan
State level	State Govt. of Rajasthan
National level	UGC, NCTE
International level	

#### Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

**10167.4 Sqr. Mtr.**

2. Are the following laboratories been established as per NCTE Norms?

- |   |     |                                     |    |                          |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab                       | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s)                       | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab             | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab                         | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

**355**

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

**5 Lakh**

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

**1.2 Lakh**

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

**2 Lakh**

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

**10 Lakh**

8. Has the institution developed computer-aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

Teaching  
Non-teaching

Open                      Reserved

M	F	M	F
03	31	3	16
04	10	02	02

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching	-	-	-	-

11. a. Number of regular and permanent teachers

(Gender-wise)

Lecturers

M	F	M	F
03	28	03	16

Readers

M	F	M	F
--	01	--	--

Professors

M	F	M	F
--	02	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state

53

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	<b>1:7</b>
M.Ed. (Full Time)	1:10
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	<b>4</b>	<b>10</b>	<b>02</b>	<b>02</b>

Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

Permanent	M	F	M	F
	<b>4</b>	-	-	-

Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

**53:18**

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

**72.72%**

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

**9 Hours**

On holidays

**2 Hours**

During examinations

**9 hours**

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Total collection of the following in the library

a. Books	18891
- Textbooks	14669
- Reference books	4222

b. Magazines	27
--------------	----

e. Journals subscribed	17
- Indian journals	
- Foreign journals	-

f. Peer reviewed journals	-
---------------------------	---

g. Back volumes of journals	-
-----------------------------	---

h. E-information resources	Delnet Membership available
- Online journals/E-Journals	
- CDs/ DVDs	200
- Databases	
- Video Cassettes	100
- Audio Cassettes	

19. Mention the

Total carpet area of the Library (in sq. mts.)	257.4 sq.mtr
--	--------------

Seating capacity of the Reading room	100
--------------------------------------	-----

20. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

21. Which of the following services/facilities are provided in the library?

- |   |                                     |
|---|-------------------------------------|
| Circulation                             | <input checked="" type="checkbox"/> |
| Clipping                                | <input checked="" type="checkbox"/> |
| Bibliographic compilation               | <input checked="" type="checkbox"/> |
| Reference                               | <input checked="" type="checkbox"/> |
| Information display and notification    | <input checked="" type="checkbox"/> |
| Book Bank                               | <input checked="" type="checkbox"/> |
| Photocopying                            | <input checked="" type="checkbox"/> |
| Computer and Printer                    | <input checked="" type="checkbox"/> |
| Internet                                | <input checked="" type="checkbox"/> |
| Online access facility                  | <input checked="" type="checkbox"/> |
| Inter-library borrowing                 | <input checked="" type="checkbox"/> |
| Power back up                           | <input checked="" type="checkbox"/> |
| User orientation / information literacy | <input type="checkbox"/>            |
| Any other (please specify and indicate) | <input type="checkbox"/>            |

22. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

23. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="55"/>
Maximum number of days books are permitted to be retained	
By students	<input type="text" value="15 Days"/>
By faculty	<input type="text" value="60 Days"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="3"/>
for faculty	<input type="text" value="7"/>

24. Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

25. What is the percentage of library budget in relation to total budget of the institution?

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2013-14 I		2014-15 II		2015-2016 III	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	11,300	310000	12800	494500	14669	750553
Other books	2755	377435	3327	466667	4222	606287
Journals/ Periodicals	10	2500	13	6530	17	11768
Any others specify and indicate						

#### Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2013-14	2014-15	2015-16
D. El. Ed.	Nil	Nil	Nil
B. Ed.	Nil	Nil	Nil
M. Ed. (Full Time)	Nil	Nil	Nil
M. Ed. (Part Time)			

Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
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1. If yes, how many students are under the care of a mentor/tutor?

1/20

2. Does the institution offer Remedial instruction?

Yes	✓	No	
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3. Does the institution offer Bridge courses?

Yes		No	✓
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4. Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			PG		
	I (2013)	II (2014)	III (2015)	I (2013)	II (2014)	III (2015)
Pass percentage	98.32 %	97.55%	96.16%	96.87%	100%	100%
Number of first classes	291	275	275	31	32	31
Number of distinctions	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	01

5. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2013	2014	2015
NET	10	5	11
SLET/SET	-	8	-
Any other (specify and indicate)			

6. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I 2013-14		II 2014-15	III 2015-16
Merit Scholarship	-		-	-
Merit-cum-means scholarship	-		-	-
Fee concession	-		-	-
Loan facilities	-		-	-
Any other specify and indicate	SC	6	19	19
	ST	3	12	35

7. Is there a Health Centre available in the campus of the institution?

Yes	✓	No	
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8. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

9. Does the institution provide Hostel facility for its students?

Yes	✓	No	
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If yes, number of students residing in hostels

Men

--

Women

23
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10. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

11. Availability of rest rooms for Women

Yes	✓	No	
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12. Availability of rest rooms for men

Yes		No	✓
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13. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

14. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
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15. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		02	✓		06
Inter-university				✓		01
National		✓		✓		02
Any other (specify and indicate)						

(Excluding college day celebration)

Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	5	
Regional	Nil	
National	Nil	
International	Nil	

17. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2009
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18. Does the institution have a Student Association/Council?

Yes ☒ No ☐

19. Does the institution regularly publish a college magazine?

Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	35%	25%	55%
Employment (Total)	45%	33%	56%
Teaching	32%	28%	51%
Non teaching	13%	5%	5%

23. Is there a placement cell in the institution?

Yes

☒

No

☐

If yes, how many students were employed through placement cell during the past three years.

2013	2014	2015
17	35	56

24. Does the institution provide the following guidance and counseling services to students?

Yes

No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

☒
☐
☒
☐
☒
☐

#### Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

☒

No

☐
☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	4
Staff council	2
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Twice in year

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes		No	✓
Medical assistance	Yes		No	✓
Insurance	Yes		No	✓
Other (specify and indicate)	Yes		No	

4. Number of career development programmes made available for non-teaching staff during the last three years

	1	0
--	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

03
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- b. Number of teachers who were sponsored for professional development programmes by the institution

National	-	-	-
International	-	-	-

- c. Number of faculty development programmes organized by the Institution:

2	3	4
---	---	---

- d. Number of Seminars/ workshops/symposia on curricular development,

Teaching- learning, Assessment, etc. organised by the institution

01	1	1
----	---	---

- e. Research development programmes attended by the faculty

1	2	3
---	---	---

- f. Invited/endowment lectures at the institution

2	10	15
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Any other area (specify the programme and indicate)

0	0	0
---	---	---

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes		No	✓
-----	--	----	---

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

6Hours
--------

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	NIL
Fees	6720000
Donation	NIL
Self-funded courses	NIL
Fund Provide by ICSSR For International Seminar	90,000

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	10142000	12574385
% spent on the salary of faculty	65.81	65.81
% spent on the salary of non-teaching employees	08	08
% spent on books and journals	1.96	1.96
% spent on developmental activities (expansion of building)	2.21	2.21
% spent on telephone, electricity and water	2.28	2.28
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	9.64	9.64
% spent on maintenance of equipment, teaching aids, contingency etc.	5.02	5.02
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.91	0.91
% spent on travel	2.52	2.52
Any other (specify and indicate)	1.65	1.65
Total expenditure incurred	17213522	19207328

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.	
<input type="text"/>	<input type="text" value="7071522"/>	2014-15
<input type="text"/>	<input type="text" value="6632943"/>	2015-16

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☒ No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☒ No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

☒  
☒



b) for students

c) for non - teaching staff

☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

☐

No

☒

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

☒

No

☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

☒

No

☐

### Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC			54	18.12%
b	ST			28	9.39%
c	OBC			99	32.55%
d	Physically challenged			-	-
e	General Category			76	25.50%
f	Rural			-	-
g	Urban			-	-
h	Any other (Widow, Defence, Tada Mada)			43	14.42%

4 What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	3	5.66	-	-
b	ST	-	-	-	-
c	OBC	16	30.18	4	25
d	Physically challenged	-	-	-	-
e	General Category	34	64.15	12	75
f	Any other (specify)	-	-	-	-

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	60 (48-50%)	26 (45-50%)	60 (65-72%)	26 (60-73%)
ST	51 (45-50%)	38 (45-52%)	51 (65-72%)	38 (60-73%)
OBC	204 (50-65%)	131 (50-65%)	120 (65-79%)	131 (65-79%)
Physically challenged				
General Category	120 (50-65%)	107 (50-65%)	104 (68-78%)	107 (68-78%)
Any other (specify)				

## **Part II: The Evaluative Report**

### **1. PREFACE**

**The Biyani Girls B.Ed. College (BGBC), an exclusive girls, post graduate education institute, is one of the best women college in the state of Rajasthan.** It was the dream of a true educationist Late Shri Jugal Kishoreji Biyani, to establish a women college, who had a vision to provide quality education with women empowerment through technical education. It was his strong belief that the educated women can only bring reforms and improvements in the society. The vision was translated into reality by establishing the Biyani Girls College by his eldest son, the enthusiastic educationist-entrepreneur, Dr. Rajeev Biyani FCA. He had established the college in one of the most progressive and developed locality of the city of Jaipur where co-ed college would have been much more lucrative and profitable. But due to his strong conviction about the importance of women education that forced him to open college exclusively for women. Furthermore, Rajasthan is still very backward educationally in terms of women literacy. Despite 60 years after independence Rajasthan has the lowest women literacy rate (52.66% against All India 65.46% as per 2011 census) even below Bihar (53.33%) and still very much part of the so-called “BIMARU” states of the country.

The Institutional vision is to create deep niche in defining the quality element of higher education in India through an excellence of scholastic achievement in the pursuit of education at the global level. Our ultimate goal is to recognize the Institution's role as a pro active, innovative and flexible organization in equipping students with top quality education and human values.

The mission of the Institution is to keep pace with the futuristic growing civilized world through women empowerment. It intends to develop young women who possess knowledge and confidence to adjust to the fast changing world of the competitive scenario without losing traces of our traditions humanity, spirituality and propose of existence. The institution wants to transform the hidden unlimited potentialities of girls into creativity, empowerment and prosperity of the nation with humanity.

The College is being run very successfully under the collective leadership of the three its very efficient, energetic, dynamic Executive, viz., Dr. Rajeev Biyani FCA (Chairman), Prof. Sanjay Biyani (Director, Academics) and Prof. Manish Biyani (Director, Research & Development). Thus catering to the needs of the society in a comparatively educationally backward state of Rajasthan, the college has proudly completed first decade of existence with students strength of over 700 and faculty strength of 57.

The College has affiliation with the University of Rajasthan, Jaipur The college is situated on a sprawling and lush green campus of 1.1 acre or 4410 square meters and boarding National Highway Number 11, the college has a cluster of beautiful and spacious buildings with state of the art classrooms, science laboratories, computer laboratory, central library, auditorium, and

playgrounds.

The college secured the status of 2(f) of UGC is under progress. A cautious effort is taken to involve all faculty members including young generation in the preparation of this Self Study Report (SSR) to ensure quality substances and enhancement to lead the college into the future.

## **2. Criterion- Wise Analysis:**

### **Criterion I: Curricular Aspects**

The institution being affiliated to University of Rajasthan follows the syllabus pattern according to guideline of NCTE, prescribed by University of Rajasthan for the academic year 2015-17. The institution provides ample opportunities for the student teachers to develop professional skills through curriculum transaction and other activities. Faculty members have actively participated in curriculum development programme organized by University of Rajasthan. The institution has developed a college prospectus which provides all the relevant information about the admission, rules, regulations, infrastructure facilities, details about different committees /clubs and proposed activities which help the student teachers to prepare themselves for the course. Faculty members adopt innovative practices like brain storming, collaborative learning, team teaching and co-operative learning etc. ICT is integrated in the curriculum transaction. In collaboration with sister institution, Biyani Girls College, seven days intensive training program on application of computers in teaching-learning and preparation of PPT, is conducted to equip the student teachers with ICT skills.

### **Criteria II: Teaching- learning and evaluation**

The total sanctioned intake to our institution is Three hundred in B.Ed and Fifty in M. Ed, all seats are filled by the Central Admission Cell of Rajasthan State Government, following reservation policy on merit basis. The students admitted to the B.Ed. and M. Ed courses are from diverse background. Our institution adopts inclusive approach to cater the needs of the diverse population by providing equal opportunities for all the student teachers in all the activities. Institution organizes an intensive induction programme to orient the student teachers about the course. Professional skills among student teachers are developed through communication skill practice, micro-teaching sessions, demonstrations, simulated-teaching, and feedback mechanism as a pre- practice teaching activity which makes them to think and reflect it in their practice. Each student teacher completes twenty lessons during practice teaching which is monitored by the faculty members through lesson plan correction, supervision of lessons, preparation of teaching aids, construction of unit test and feedback on given lessons . The evaluation process has two formal components, namely continuous evaluation, annual and semester examination. Continuous assessment is based on the percentage of attendance, participation, involvement, performance in assignments, seminars, teaching skills, practice in teaching and internal tests. Annual and semester examination is conducted in theory and practical by University of Rajasthan. The institution has developed a separate rubric system to assess the performance of the student teachers in academic and other activities. A separate

rating scale is used to assess the overall performance of the student teachers.

### **Criteria III: Research, Consultancy and Extension**

The institution has established a research cell which encourages faculty members to undertake research activities and pursue higher education. At present, principal and four faculties possess Ph.D. and six of the faculty members are pursuing Ph.D. Seven faculty members have qualified NET/SET examination. Apart from this, faculty members undertake action research to improve their practices. Institution also trains and inculcates the spirit of research among the student teachers by assigning action research projects. Faculty members provide honorary consultancy to secondary school teachers, B.Ed. students and M.Ed. students of UOR. The institution organizes various extension programmes through Rotary Club, Swathya Kalyan Blood Bank and other NGOs to sensitize the student teachers about social issues.

### **Criterion IV: Infrastructure and Learning Resources:**

The college is sufficiently well-endowed in terms of physical infrastructures. The management is firmly committed to provide excellent infrastructure facilities. The master plan of the campus has been made keeping in view all the facilities which a modern educational institution needs. The college campus occupies an area of 1.1 acres of lush green space with a built up area of 8000 sq mtrs. At present the college has 36 classrooms, 6 subject laboratories. The entire campus is equipped with internet through Wi-Fi connectivity. A conference hall with seating capacity of 100 people and a well equipped hi-tech air conditioned auditorium having seating capacity of 500 people are available in the campus. A well equipped gymnasium and a yoga centre are working in the campus. There are other facilities such as cool and clean drinking water and wash rooms for students and the faculty. The college also has a health centre. The college has a placement and counseling centre too. For overall development of student's English language Lab (BELLS), MOS Lab have been established.

The college has a central library besides different department libraries. The library has sufficient number of books and reference books. It subscribes a number of research journals and other magazines. The college is exclusively for girls. There are 3 hostels with a capacity to accommodate 300 inmates. Well ventilated rooms, furnished with tables, chairs, beds and wardrobes for all students. The Institution has a health center with qualified doctors and nurses with in and out patient facilities. It has ambulance facility for emergency. The Institution has installed around 400 computers with CD, 3.1 GHz Processor and 2 GB RAM, 10 printers 8 Laser and 2 Dot Matrix and 4 scanners are installed in the computer Lab. So far as the power supply is concern, The college has Government high-tension 160 KBA transformer and a large generator of 82.5 KBA with AMF Panel to provide uninterrupted power supply to the campus.

The college has established an IQAC which monitors the quality parameters. The cell has been diligently involved in helping the administration and other committees by offering valuable suggestions and majors to in order to have consistency in monitoring the quality of various dimensions in the college.

The Biyani Shikshan Samiti, the promoter of BGBC is having a plant to established Biyani University , Biyani Medical College and Hospital, Biyani International School and Biyani's a FM channel for the development of these institutions the samiti has acquired lands nearby in Kalwar, Champapura and Hathoj villages in Jaipur.

#### **Criterion V: Student Support and Progression**

The college has a well equipped campus located in the heart of Jaipur city. Our results show that on an average above 100 percent of our students are successful in examinations, out of which 97 percent get first division. Our college is affiliated to the University of Rajasthan. The college has a website [www.biyanigirlscollege.com](http://www.biyanigirlscollege.com) , which provides necessary details to the students. Keeping the vision of the college it has been contributing significantly in the development of the women education in the state of Rajasthan. The college always provides special assistance to students of disadvantage groups in the form of remedial classes and counseling. Infact, students counseling is a regular activity in this college.

The welfare and progress of every student teacher who steps in the campus, is ensured through constant interaction and support. The mentoring system is adopted in the institution to provide academic, social and psychological support and monitor the academic progress of the student teachers. The institution provides special support to academically low achievers through remedial classes. Academically better achievers are selected for peer teaching sessions. Apart from this, the institution has constituted different committees/cells to cater the diverse needs and welfare of the student teachers. The grievance cell of the institution encourages the suggestion/ grievances of the students and resolves for the better functioning. Guidance and counseling cell organizes various individual/group counseling sessions to help the student teachers in resolving their academic / personal / social issues. Placement cell helps the student teachers to seek the job opportunities in reputed schools. Alumni Association is established by the institution to maintain a meaningful and a lifelong relationship with the alumni. It provides a platform for the alumni to share the current issues and challenges in the field of education and motivates them to contribute for the growth and development of the institution. The institution organizes value added programs on personality development, yoga, mental health, stress management and soft skills. The institution brings out a college news paper “**Biyani Times**” every month to encourage the positivity, creativity and current knowledge of the student teachers.

#### **Criterion VI: Governance, Leadership and Management**

The college has a clear vision of empowering women with technical education. The ultimate goal is to recognize the institutions role as a pro-active, innovative and flexible organization in equipping students with top quality education and human values. The main aim behind establishing exclusively Women College was to bring in necessary reforms and improvements in the hitherto traditional and old and feudal customs ridden society. And this change could be brought out only through women education.

Teaching and learning process is controlled by various committees under the directions of management. Besides the Internal Quality Assurance Cell (IQAC) there is the number of committees to perform various functions related to the college.

The participatory role of the management encourages the involvement of the college staff, which is necessary for the efficient and effective running of the College. The Principal as the Head of the institution bears the ultimate responsibility for the smooth running of the College. The role of the Principal is multi-dimensional. Principal is responsible for both the academic and administrative functioning of the College.

The Management actively takes part in the working of the institution. The management plays the leading role in governance and management of the institution. The management observes the day to day working of the college administration, governance, management and academic activities. The Management conducts meetings periodically and ensures the respective policies taken for the best success of individual career program. Management looks after the faculty requirements, infrastructure, financial expenditure and it provides the funds for different developmental activities taking place in the campus.

Adequate freedom is given to the Principal, HODs and Mentors to ensure that they have powers to exercise in decision making at the same time are held accountable to their decisions. Their participation in decision making ensures thereby promoting a culture of Participative Management.

#### **Criterion VII: Innovations and Best Practices**

The institution has established an IQAC to look after the quality parameters in all academic and other activities. Innovative practices of the institution comprise of ICT integration in teaching and learning, in-house paper presentations on innovative practices and significant topics, college calendar, automated library and Alumni association. Various activities like soft skill development, teaching skills, ICT training, orientation, seminar, workshops, guest lectures, community based activities, research oriented activities, practice teaching, extended curricular activities and extension activities are conducted through which the institutional vision, mission and objectives are realized.

Value education is one of the strongest pillar of the Biyani Group of Colleges. To show our gratitude and faith in Maa Saraswati (Godess of Wisdom), we, at Biyani dedicate our efforts in the form of Biyani Prayer, which is sung and music played along with every morning before the starting of the college in front of the beautiful Hanuman Temple, constructed within the premises of the college. The Prayer, has imbibed so well in the mind and heart of every student and the faculty that reminds our objectives and the responsibilities towards society and humanity.

### **3. SWOC ANALYSIS OF THE BGBC**

#### **STRENGTHS**

- Experienced, dedicated, academically qualified and professionally competent team of Board of Trustees.
- A well defined and clear Mission and Vision with established policies and procedures.
- Dedicated to Women Education empowering with technical education.
- Effective, Efficient, and collective academic leadership.
- Highly qualified, experienced, stable, committed, research-oriented, and student-caring faculty.
- Highly transparent governance and administration with well-defined decentralization of authority.
- Conducive Institutional environment to build strong relationship with stakeholders.
- One of the greatest strengths of the Biyani Girls B.Ed College lies in its very strong and enriched publications division which aims at providing all relevant and useful information's related to education, career planning and examinations free of cost to all stakeholders. India's No 1 Educational Web Portal, [www.gurukpo.com](http://www.gurukpo.com), a unique feature of the BGC, contains updated study material with expert videos (approx 1200), blocs (800), e-books and universities question papers.
- Modern infrastructure with massive campus development along with modern hi-tech seminar halls, auditorium, digital classrooms etc.
- Supportive non-teaching staff.
- Democratic outlook of principal.
- Placement services for student teachers.
- Supportive sister institutions.
- Cordial relationship with the stakeholders.
- Good examination results.



### **Weaknesses**

- Lack of academic flexibility in curriculum designing. Duration of the course.
- Lack of sufficient opportunities for the professional enrichment of the faculty.
- Less cooperation from schools during practice teaching.

### **Opportunities**

- Enriching human resources.
- Development of research culture among faculty members and student teachers.
- Bringing the institution to the level of potential of excellence.
- Inter-disciplinary research and collaboration with educational institutions to develop effective solutions for the problems in the fields of teacher education.
- Possibility of offering electives in the emerging areas in different dimension of teacher education.
- Starting new UG and PG Integrated courses of education.

### **Challenges**

- Bringing the institution to the level of 'potential of excellence'.
- Implementation of new prescribed syllabus.
- Preparing student teachers as prospective teachers for 21<sup>st</sup> century.

The results of the SWOC analysis together with the core values, vision and mission of the institute as well as the institute's perceptions about its social responsibilities formed the basis for developing the strategic plan.

## **CRITERIA I**

### **CURRICULAR ASPECT**

#### **1.1 Curricular Design and Development**

1.1.1 State the objectives of the institution and the major considerations addressed by them (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

##### **Objectives of the Institution**

- To introduce the prospective teachers to the fundamentals of education through various papers prescribed in B.Ed. course.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To enable the pupils to receive the right education from dedicated teachers under dynamic administration.
- To impart a sound and all round education to the student irrespective of caste, creed or religion.
- To provide proper orientation to empower women through technical education.
- To orient the student to develop a strong character, self-reliance, integrity, fellow feeling and a sense of duty towards society and the nation.
- To orient the student to strive for excellence.
- To foster realistic understanding, appreciation and faith in the culture of India.
- To prepare students for a democratic way of life.
- To equip students with the futuristic outlook suited to the materialistic society.

##### **Intellectual**

- By regional imparting quality education to student in terms of knowledge and skills through relevant prescribed courses and various others programme that facilitating the creation of knowledge capital, knowledgeable and skilled human resource to accept the social and scientific challenges and responsibility at, national and global level.

- To promote academic excellence, our institution provides quality education and ensures the intellectual growth of student teachers through the curriculum prescribed by University of Rajasthan. Institution facilitates the self-development among student teachers through various programmes like orientation, seminar, expert's talk, workshops, stress management techniques, communication skills and leadership qualities. Various activities like peer teaching practice sessions on communication and teaching skills, brain storming activities, innovative practices in curriculum transaction are conducted. These programmes ensure the harmonious growth and the self-development of prospective teachers.

### **Academic**

- We have three courses M. Ed., B. Ed., and B.S.T.C. We have 19 subjects in methodology of teaching subject.

### **Training and Self Development**

- Orientation programme, Personality Enhancement Programme workshops to students on soft skills, computer usage and e-guru training.

### **Access and Equity**

- We have students from all the Non Previlaged groups – SC, ST, OBC, SBC, Women differently able groups as per Government Order and state admission authority allotment at admission.
- Provisions for SUPW Camp by NCTE, Inculcation of the practice of dignity of labour, sustainable development Value orientation through , forums, camps, special lectures, workshops. Liaison with NGOs, and local welfare agency for community and national development.
- To create environmental awareness and to sensitize the student teachers on environmental issues. Under the Eco Club various activities like environment awareness programmes, planting the saplings, cleaning of campus etc. These activities promote the culture of protection and preservation of natural resources.

### **ICT Introduction**

- Provision of computer education, Internet, usage of ICT tools in teaching – learning and evaluation works. Provision for ICT related and oriented courses –MOS Course. Training in both basics and advanced skills in computer usage and applications.
- Provision for a paper on Computer Application at B.Ed,. Computerization of library, examination work and database management. GURUKPO Website for E-Learning.

- Computer Labs and Centres. (360No. of Computers) and provision of computers to all sections of administration and academics (Total 600 Computers)

### **Global Demand**

- Our institution, by providing the best possible facilities and services equips the student teachers with essential skills contributing in the national development. In addition, the institution has infused ICT in all its academic and administrative activities which in turn equip the student teachers to meet the global demands and trends of the society.

**1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).**

### **Curriculum Development (CD):**

- The Institution follow curriculum as prescribed by affiliated body i.e. University of Rajasthan, Jaipur. The college has no role in preparing and offering curricular activities. The theory and practical part of the course are run as per the norms of NCTE. Most of the college time and efforts are spent in pursuing the practical aspects of the prescribed courses.

**1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

The global trends in teacher education are reflected in the curriculum through the inclusion of new papers such as ICT, Life Skills, Value Education, Peace Education, and Inclusive Education in B.Ed. course. The University plans and prescribes the syllabus as per National Curriculum Framework for Teacher Education (NCFTE) and NCTE, introduced CBCS which is an innovative trend. The institution does not have the academic liberty to change the curriculum. However the institution organizes various programmes to develop global competencies among the student teachers.

M.Ed. course has relevant thrust towards communication skills, report writing and skills, computerization components, translation and so on.

All courses ensure both knowledge and skill development.

**1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**

The present curriculum prepared by University of Rajasthan under guideline of NCTE has ample scope to address the national issues like value education, ICT and environment. The Information and Communication Technology is apart of EPC in second year B.Ed.

It provides wide scope for student teachers to learn the use of information technology and its relevance to the classroom teachers.

In the second year Education and National Concern paper reflects on various issues related to national problems. In addition, Value Education, Peace Education, Guidance and Counseling is an elective paper in B.Ed. and M.Ed. courses. Apart from this institution organizes various curricular, co-curricular and extension activities to enable the student teachers to understand the national issues and challenges.

- Considering the environment pollution as an international threat to the global Institute organises various activities on environmental awareness. Some of these activities are planting the saplings, slogan writing, collage making, preparation of SUPW products etc.
- The Hard Core paper on Value Education enables the student teachers to know the need and significance of upholding values. To inculcate the core values among student teachers we emphasize on cultural, social, democratic and academic values as a part of personality formation. Community Living Camp being the compulsory event in B.Ed. course develops citizenship qualities like team spirit, dignity of labour etc. Social and environmental sensitiveness is developed through cultural and community centered programmes. Emphasis is given on value formation among the student teachers by integrating values in the curriculum transaction.

#### **1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.**

**Yes,** the institution has made use of ICT in all its curricular planning.

- College calendar which is the institutional annual planning, is uploaded on the website for the stakeholders' reference
- Faculty members prepare a plan of action of work in hard copies and soft copies
- The faculty members use LCD, PPT OHP in their classroom for teaching-learning process.
- Our student teachers are trained to use ICT in lesson plan and teaching aid preparation, seminar, assignments etc.

### **1.2 Academic Flexibility**

#### **1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

Our institution provides an intensive training by organizing curricular, co-curricular and extension activities for the student teachers throughout the course. Each activity intends to develop the abilities required for teaching profession. After the completion of activity student teachers are expected to write its reflection .Reflection of these experiences is seen in the teaching of student teachers.

### **1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

Though the institution follow curriculum prescribed by Rajasthan University, the institution has the flexibility in curriculum transaction. By looking into the scope and nature of the topics and the potentialities of student teachers, faculty members adopt various innovative practices in the transaction of the curriculum

- Institution provides flexibility in the organization of various co-curricular activities incorporating multicultural approach.
- Institution has the flexibility to organize extension activities as per the current community issues.
- Flexibility is given to the student teachers in the selection of seminars, projects, assignments, practice teaching lessons, practical examination etc.
- Flexibility is provided for the student teachers in the participation of the cultural activities based on their interest and the talents.

### **1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

The following value added courses have been introduced by the institution

- Soft skill development programme.
- The institution has conducted a certificate course on computer application in teaching and PowerPoint presentation.
- Workshop on Positivity & Teaching Aptitude for teachers.

### **1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?**

#### **A Interdisciplinary/ Multidisciplinary :**

B.Ed. curriculum has interdisciplinary nature with an inclusion of Philosophy, Psychology, Sociology and Technology as the basic foundation courses. All these multidisciplinary subjects are interrelated in the process of teaching and learning. Soft Core disciplines are comprised of Science, Social Science, English, Hindi, Mathematics, Commerce etc. Each student teacher selects any two of these school subjects as her teaching subjects. In Addition, Peace Education, Life Skill, Inclusive Education, Guidance and Counseling and Value Education are the open elective papers. The institution organises various programme such as teaching skills and communication skill's practice sessions, simulated lessons, different clubs 'activities, teaching practice etc.

## **B Multi-skill development:**

In all educational courses, M.Ed., B.Ed., BSTC the emphasis is both on the theory and practical that includes practice teaching, micro teaching, skill development, block Teaching, field visits, study tours, etc. Thus the thrust is on the development of knowledge, practical component, soft and hard skill components (problem solving, leadership, team work, communication skills and so on).

## **C Inclusive education**

The candidates who join M.Ed, B.Ed & D.El.Ed course are of diversified background and needs. Our institution seeks to address the diversified needs of the student teachers through a wide and flexible range of programmes. However B.Ed. curriculum has a paper on Inclusive Education which updates the student teachers with the theoretical aspect of inclusive education.

## **D Practice teaching :**

Practice teaching is an integral part of teacher training programme. The students are well prepared for practice teaching before organization of practice teaching activities. During pre-practice teaching sessions the students are exposed to Lesson planning, observation of lessons, preparation of achievement tests, handling audio-visual aids, etc. Microteaching sessions are conducted as per NCTE norms. Students are trained in five micro skills. During practice teaching process the students are assigned in small groups of 25 to different practice teaching schools. Students stay in the practice teaching schools till noon and learn various tasks of school functioning. In Block Teaching Programme students are sent to particular school where they learn all school activities related to administration and academic. It is like internship for student.

## **E Work experience / SUPW :**

Our institution ensures the provision of SUPW centred activities. In order to provide work experience to our student teachers, throughout the academic year various activities are conducted like campus cleaning, greeting cards, candle making, posters, preparation of pamphlets to create health awareness etc. The institution conducts an exhibition of socially useful and creative products made by student teachers.

## **Feedback on Curriculum :**

### **1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

At the end of session, feedback is collected on various aspects of curricular programme from the student teachers, with special reference to curriculum designing. Faculty members, in their classroom interaction collect the feedback on the relevance of the curriculum.

Institution collects the feedback in an informal way during the Alumni and parents meet. Institution also collects feedback from the heads of practice teaching schools and the school teacher about the practice of the B.Ed. Programme including the curriculum. The feedback collected from various stakeholders are analysed and constructive suggestions are implemented after the detailed discussion in the IQAC meeting.

**1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.**

Yes, there is a mechanism to analyse the feedback received on curriculum. Every year at the end of the session feedback is collected from the student teachers about the B.Ed. curriculum which is analysed and discussed in the staff meetings and report for the modification if needed is sent to the University for Consideration. The institution being an affiliation institution has fewer roles in the modification of the curriculum.

**1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)**

- We organize Advisory Council Meeting twice a year. We call eminent academician from the state and national level. We discuss in the forum about existing curriculum and what changes should be done according to global demand. We send the minutes of the meeting to the Department of Education, University of Rajasthan, so that the required action can be taken.

**1.4 Curriculum Update**

**1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).**

University of Rajasthan has re-structured the present B.Ed.& M.Ed curriculum into CBCS (Choice Based Credit System) mode (Semester Scheme) to be implemented from 2015-17 onwards. Titles of all general and method papers are as per CBCS curriculum. As follows :-





**UNIVERSITY OF RAJASTHAN  
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**SYLLABUS**

**M.ED (TWO YEAR) - Part-I**

**Semester Scheme**

**I & II Semester 2016-2017**

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**Ordinances for Admission of Students to the Examination of Master of Education (Two year programme):-**

**O.327.** The candidates seeking admission for the degree of Master of Education (two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose, a regular course of the study:-

- i) B.Ed.
- ii) Shiksha Shastri
- iii) Graduation and B.Ed. (four year course)
- iv) B.El.Ed, (Four year course).

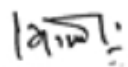
**N.B.:** Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative from the session 1980-81.


Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per rules of the central/state government whichever is applicable.

**O.328.** The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of four semesters, viz. semester I, semester II, semester III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to May. To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

**O.328 A. The objectives of the M.Ed. Course are:**

1. To prepare professional personnel required for staff colleges of education at the pre-primary and secondary levels.
2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.

  
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3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation.
4. To train persons for participation in programmes of examination reforms and educational evaluation.
5. To train persons for organizing curriculum development and preparation of instructional materials.
6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.
7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.
8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.
9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.
10. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country and the ways and means to equip would be secondary teachers for the same.
11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the "Global citizens of tomorrow".
12. To imbibe them attitudes and skills required for life-long learners on the ICT influenced world of today and tomorrow.
13. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

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- Q, 329. The Examination for the Degree of M.Ed. shall consist of the following :

**Part I-** Theory paper and ISB, Demonstration ,Internship and Practical Work.

**Part II-** Dissertation

**Dissertation:-**

**O329A.** The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

Every candidate for the M.Ed. examination under Part-II shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IInd Year(IV semester).

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person be permitted and such a supervision be termed as joint supervision.

**O.329 B.** There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June.

**O.329C.** If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination. the candidate shall be exempted from re-entry on the presentation of a dissertation. similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part

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of the examination.

**O.329 D.** A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

**Regulation 43:- SCHEME OF EXAMINATION**

Theory papers and ISB, demonstration, internship, practical work.

Ist semester	Paper 1,2,3,4	ISB I
IInd semester	Paper 5,6,7,8,	ISB II a) Dissertation work b) Internship
IIIrd semester	Paper 9,10,11,12, *13 (*Internship)	ISB III a) Dissertation b) Academic Writing
IVth semester	Paper 14, 15, **16 (**Dissertation)	

**Detailed programme of Examination (I, II, III, & IV Semester)**

**Programme Outline of M.Ed  
Semester-I**

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
I	M.Ed-01	Psychology of Learning and Development	04	75	25	100
II	M.Ed-02	Historical, Political and Economical Perspective	04	75	25	100
III	M.Ed-03	Educational Studies	04	75	25	100
IV	M.Ed-04	Introduction to Research Methods	04	75	25	100

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ISB - I	<b>*ISB I</b> (Inter Semester Break)	<b>Communication and expository Writing:-</b> <b>Part I - Review of Related Literature on any area of Education Research.</b> <b>Part II- Self Development Programme (Any Two)</b> 1. <b>Personality Development</b> -Meaning type, Factors, Approaches, Techniques to enhance the personality 2. <b>Communication Skills</b> - Meaning, components, types, barriers and ways of improving C.S. and its importance 3. <b>Creative writing Skills</b> - Meaning, Types, elements, forms and Techniques to improve the C.W. Skills 4. <b>Decision making Skills</b> - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills. 5. <b>Interpersonal Skills</b> - Meaning, Types, Techniques to improve & its importance. 6. <b>Managerial Skills</b> - Meaning, Characteristics, competence & its Importance. 7. <b>Research Skills</b> - Meaning, Types, Characteristics, components, ways of improving R.S. and its importance 8. <b>Analytical Skills</b> - Meaning, Types, Characteristics, Techniques to improve the Analytical Skills. 9. <b>Time Management</b> - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.	<b>02</b> 01 01	- - -	<b>50</b> 25 2x12.5	<b>50</b> 25 25
Total			18			450

#### Aggregate of Semester I

1 credits = 12 hours

Total Credits = 16+2 = 18 Credit

Total Marks 100 x 4 = 400

ISB I

Total hours = 18x12=216hrs

50

450 Marks.

#### Semester-II

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
V	M.Ed-05	Philosophy of Education	04	75	25	100
VI	M.Ed-06	Sociology of Education	04	75	25	100
VII	M.Ed-07	Curriculum Studies	04	75	25	100
VIII	M.Ed-08	Teacher Education -I	04	75	25	100

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ISB-II	*ISB-II	<u>Course of Professional Development</u>	06	-	150	150
		<b>A. Dissertation Work:-</b>				
		Synopsis Presentation of Research Study (PPT)	02		50	50
		Seminar on Tools development related to current issues in Educational areas.				
		<b>B. Internship in TEI</b>				
		i. Prepare, Administration and Standardize of any one Psychology Test.	04		100 1 x 25	100
		ii. Case Study on basis of Individual differences			1 x 25	
		iii. Observation of One Educational Training institution and its Report writing.			1 x 25	
		iv. Development Skills to maintain Institutional Office records.			1 x 25	
Total			22			550

#### Aggregate of Semester II

Total Credits = 16+06 = 22 Credit

Total hours=22x12=264hrs

Total Marks 100 x 4 = 400

ISB II 150

550 Marks.

#### Semester-III

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
IX	M.Ed-09	Specialization on courses :- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education	04	75	25	100

X	M.Ed-10	<b>Specialization on courses (Any one)</b> i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning - I iv. Educational Management, Administration and Leadership-I v. Education Technology – I vi. Theme based on Institutional Strengths (Any one ) a) Life Long Education-I b) Value Education and Human Rights-I c) Peace Education-I d) Yoga Education-I e) Inclusive Education-I	04	75	25	100
XI	M.Ed-11	Advanced Research Methods	04	75	25	100
XII	M.Ed-12	Teacher Education -2	04	75	25	100
XIII	M.Ed - 13	<b>Internship (Practicum Work with B.Ed. Students)</b> Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques	04	-	10x10=100	100
ISB III	ISB III	<b>A. Dissertation (2 Credits)</b> i. Data Collection ii. Introduction of Excel/SPSS for Data Analysis iii. Presentation by students of statistical techniques used in data analysis using Excel/ SPSS <b>B. Academic Writing (2 Credits)</b> i. Abstract writing of two published research papers ii. Library based Self directed study notes ( any two topics)	04	-	100	100
Total			24			600

**Aggregate of Semester III**

Total Credits = 20+04 = 24 Credit      Total hours=24x12=288hrs

Total Marks 500

ISB II 100

600 Marks.

  
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### Semester-IV

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XIV	M.Ed-14	Specialization on courses:-On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XV	M.Ed-15	Part ( A) Specialization on courses (Any one) i. Guidance and Counseling - II ii. Curriculum Pedagogy and assessment -II iii. Education Policy, Economics and Planning - II iv. Educational Management, Administration and Leadership-II v. Education Technology -II vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-II b) Value Education and Human Rights-II c) Peace Education-II d) Yoga Education-II e) Inclusive Education-II Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XVI	M.Ed-16	Dissertation • Dissertation writing • Dissertation (Pre-submission Presentation) • Final Presentation and Viva-Voce	02	50	-	100
			01	-	25	
			01	25		
Total			16			400

#### Aggregate of Semester IV

Total Credits = 16 Credit Total hours=16x12=192hrs

Total Marks 400

Total Credits = Sem-I + Sem-II + Sem-III + Sem-IV 18 + 22 + 24 + 16 = 80 credits	Total Marks = 450 + 550 + 600 + 400 = 2000 Marks Total hours =216+264+288+192= 960hrs
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#### Evaluation of M.Ed. Examination

- Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.

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2. In each semester the duration of each paper shall be three hours. Internship programme in semester III will carry 100 marks equal equivalent to one paper.
3. **ISB-1:** Semester-I will be of 50 Marks, out of which 20 marks will be for Part I - Review of Related Literature on any area of Education Research and 30 marks will be for Part II- Self Development Programme.
4. **ISB-2:** Semester II will be of 150 Marks, out of which 50 marks will be for Dissertation Work and 100 marks will be Internship in TEI.
5. **ISB-3:** Semester III will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.
6. 50 marks will be carry in ISB I: Semester I, 50 Marks will be carry in ISB II Semester II, 50 Marks will be carry in Semester-IV. 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission Presentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

#### QUESTION PAPERS:-

1. Each theory paper shall carry 100 marks and will be of 3 hours. Part A of theory paper shall contain 15 short answer questions of 30 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.
2. Part B of paper will consist five questions, In which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.
3. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.
4. These marks will be divided further as:-

Theory Paper	75 Marks
Sessional Work	25 Marks

  
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### **Sessional Work:-**

The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

### **Part-II Dissertation**

**200 Marks**

The dissertation shall be examined on the following line:

- (i) External Examiner 75 Marks (Final Report=50 , Viva=25)
- (ii) Internal Examiner 125 Marks (ISB PART-2 (50MARKS), ISB-3(50 MARKS), SEM-4(Pre-submission presentation 25 marks).

### **Working out the result and awarding division:**

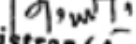

The successful candidate shall be classified into two classes.

**Class-I-** Those obtaining 60 percent of the aggregate marks or more.

**Class-II-** Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

### **O.8 B Credits:**

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

  
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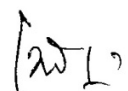
**SYLLABUS**

**Scheme of Examination and Course of Study**

**Faculty of Education**

**B.ED- Two Year, Part-1 Exam-2017**

**Academic Session 2016-17**

  
By, Registrar (Acad.)  
University of Rajasthan

## **Ordinance and Regulations related to the B.Ed. Examination**

**0.320** The Objective and the Learning outcomes of the B.Ed. course are:

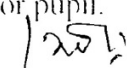
### **Objectives:**

1. To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
2. To develop interest, attitudes and knowledge which will enable them:
  - (i) To foster the all round growth and development of children under their care and
  - (ii) To provide guidance to individual pupil
3. To develop an understanding of aims and objective of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between society and school, between life and school work.
5. To build up a professional consciousness.

### **Learning outcomes:**

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques
9. Readiness to spot talented and gifted children and capacity to meet their needs
10. Ability to organize various school programmes, activities for pupil.

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11. Developing guidance point of view in educational, personal and vocational matters.
  12. Ability to assess the all round development of pupils and to maintain a cumulative record.
  13. Developing certain practical skill such as:
    - a. Black board work
    - b. Preparing improvised apparatus
    - c. Preparing teaching aids and ICT.
  14. Interest and competence in the development of the teaching profession and education.
- Readiness to participate in activities of professional organizations.

**O. 321** The objectives of the practical work prescribed for the two year B.Ed. course are follows:

## **PART II**

### **Practical Work**

#### **Objectives:**

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.

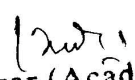
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12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

**Practical skill to teach the two school subjects offered under Theory papers VII a, b and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.

  
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15. Techniques of teaching in large classes.

**O. 322** A candidate who after taking a Bachelor's / Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below ) has completed a regular course of study in college , affiliated to the University for two academic years and has during the course of the years delivered at least 40 lessons (20 Lessons of one teaching subject in part I<sup>st</sup> & 20 Lessons of other teaching subject in part IInd) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

(Two years course)

**Notes :-**

- i. Teaching subject means a subject offered by the candidate at his/her Bachelor's Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology. General Science may also be allowed to be offered by

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- a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.
- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.
  - v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
  - vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

**O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2<sup>nd</sup> unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

**O.324** The examination for Degree of Bachelor of education for two years shall be in two parts- part 1<sup>st</sup> comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

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**O.325** Candidates who fail in B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing make only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

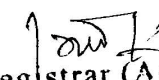
**O.326** Candidates who fail in the B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

**O.326 A:** A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance. at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

**O.326 B:** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination.The B.Ed programe shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

**O.326 C:** A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

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- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for paper XI.

**O. 326D.** A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

- a. He/she is eligible to offer that teaching subject under provision of O.322.
- b. He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed part 2.
- c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

**Regulation 42 :-**

**Scheme of B.Ed Two years Examination**

The B.Ed. (Two years) will consist of the following components:

Part I- Main theory papers at B.Ed. Part I & Part II

Part II- School internship of 20 weeks (10 at B.Ed part I & 10 at B.Ed part II)

In B.Ed Part-I Paper no. 01, 02, 03, 05 and 07 a/b are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper. 04, 06a and EPC-1 & 2 are of 2 hours each carrying 50 marks (35 theory + 15 sessional) each.

In B.Ed Part - II paper 07 a b, 09 & 11 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 6 b, 08 10 and EPC 4 are of two hours carrying 50 marks (35 theory + 15 sessional) each. EPC-3 in part II carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC-3 theory paper will be of two hours.

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Paper 12 SUPW Camp Open air session will be totally internal. It has five components of 100 Marks and not less than three days shall be devoted for it by the institution.

Practical/Internship part will be devided in both the years and it will carry 450 marks.

### Scheme of B.Ed Two years Examination

#### B.Ed PART -1

#### Programme Outline of B.Ed.

Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	Total
I	B.Ed-01	Childhood and Growing Up	80	20	-	100
II	B.Ed-02	Contemporary India and Education	80	20	-	100
III	B.Ed-03	Learning and Teaching	80	20	-	100
IV	B.Ed-04	Language Across the Curriculum	35	15	-	50
V	B.Ed-05	Understanding Disciplines and Subject	80	20	-	100
VI	B.Ed. 06 a	Knowledge and curriculum(part-1)	35	15	-	50
VII	B.Ed-07 (a) (b)	Pedagogy of a School Subject (part-1) . 1st & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4.Urdu 5. History 6. Economics 7.Civics 8. Geography 9.Social Studies 10. Mathematics 11.Physics 12.Chemistry 13. Biology	80	20	-	100

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		14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20* PSYCHOLOGY 21* SOCIOLOGY 22* COMPUTER 23* RAJASTHANI * An additional pedagogy course ( for a school subject other than that chosen for course 7 (a &b) at secondary level, or the same school subject at the high secondary level )				
		SCHOOL INTERNSHIP(10 weeks) *EXTERNAL ASSESSMENT ( one final lesson)	75	150	-	225
EPC-1	EPC-1	Reading and Reflecting on Texts ( Task and Assignment for Courses)	35	15	-	50
EPC-2	EPC-2	Drama and art in education	35	15	-	50

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 1-6(a), 7(a) (b) & EPC- 1, EPC-2,

\* EPC- \*ENHANCING PROFESSIONAL CAPACITIES

Total Marks-925

### PART -2 EXAM

Programme Outline as under-


Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
VI	B.Ed.	Knowledge and curriculum(part-2)	35	15	-	50

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	06 b				
VII	B.Ed-07 a & b	Pedagogy of a School Subject (part-2) . Ist & IInd Year(candidate shall be required to offer any two papers from the following on for part-1 & other for part-2) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Mathematics 11. Physics 12. Chemistry 13. Biology 14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20. * PSYCHOLOGY 21. * SOCIOLOGY 22. * COMPUTER 23. * RAJASTHANI * An additional pedagogy course ( for a school subject other than that chosen for course 7 (a & b) at secondary level, or the	80	20	100

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		same school subject at the high secondary level )				
VIII	B.Ed-08	Gender, School and Society	35	15	-	50
IX	B.Ed09	Assessment for Learning	80	20		100
X	B.Ed10	Creating and inclusive school	35	15		50
XI	B.Ed11	<b>OPTIONAL Special COURSES- (ANY ONE)</b> 1. Peace Education 2. Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20		100
		INTERNSHIP (10 WEEKS) <b>*EXTERNAL ASSESSMENT ( ONE FINAL LESSON)</b>	75	150		225
EPC-3	EPC-3	Critical Understanding of ICT	50		50 (20 Submission of Report + 30 Practical)	100
EPC-4	EPC-4	Understanding the self	35	15		50
XII	B.Ed-12	OPEN AIR/ SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) 5. Studies (work experience related with theory course and literacy activities)		100 20 20 20 20 20		100

**TOTAL MARKS - 925**

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 6b-12 & EPC-3, EPC-4.

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**Evaluation:-**

**Evaluation Papers B.Ed. Part-I Exam-**

1. Theory Papers 01, 02, 03, 05 and 7 (a) (b) will carry 100 marks, out of which 80 marks will be of theory paper at the B.Ed. Part-I Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Papers 04 and 6a will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed. Part-I Examination and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-1 & EPC-2** will carry 50 Marks out of which 35 marks will be of theory paper at the B.Ed. Part I exam and 15 marks to be internally assessed for assessing the sessional works.

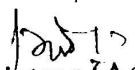
**Evaluation Papers B.Ed. Part-II Exam-**

1. Theory Papers 07(a) & (b), 09 and 11 (optional special paper) will carry 100 marks, out of which 80 marks will be of theory papers at the B.Ed part II exam and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Paper 06(b), 08, 10 will carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-3: This paper will consist of 100 marks** ( Theory Paper will Carry 50 marks objective type and 50 marks for Practical of computer practical out of which 20 marks submission of report and 30 marks for practical) to be taken internally by the institute.
4. **EPC- 4:** Theory Paper Will Carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be internally assessed for assessing the sessional work.

**Question Papers**

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7

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- ✓ questions each carrying 5 marks. Section - B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
3. The syllabus of content part in papers VII A and B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e the question set on this part will be based on application of pedagogy.
5. EPC - 1, 2 & 4 Paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
6. EPC-3. Question paper of 50 marks will be of objective type, containing 50 Questions each carrying one mark.

## **PART -2**

### **School internship of 20 weeks ( 10 weeks each at B.Ed part I & II) and Practical work:-**

The Teaching Practice will carry 450 marks comprising of:

1. Internal Assessment( two years-B.Ed part I & 2)150+150=300 marks
2. External Examination ( two years-B.Ed part I & 2)75+75= 150 marks

Board of examiner for teaching practice as for as practicable each candidate will be examined. Board will consist of two external examiners and the principal or his/her nominee in each year.

The name of internal examiner may be proposed by the principal.

Internal- The distribution of 300 (150+150 each year) marks of internal assessment shall be as follows: (For each year)

### **INTERNAL ASSESSMENT SCHEME**

MARKS-150+150=300

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- |  |                   |
|--|-------------------|
| 1. Micro Teaching 5 skill<br>(Each skill of 2 marks)   | 10 Marks per year |
| 2. Regular Practice Teaching<br>Including unit test in paper<br>VII (a) (b)<br>(Lesson 20 per year)          | 20Marks per year  |
| 3. Criticism lesson  | 20 Marks per year |
| 4. Observation   | 15 Marks per year |
| • Ordinary Lesson  |                   |
| • Demonstration Lesson   |                   |
| • Criticism Lesson   |                   |
| 5. Teaching aids (5X4 per year)  | 20 Marks per year |
| 6. Practical in the audio- visual<br>equipment on two topics( to be evaluated<br>by Audio- visual in-charge) | 10 Marks per year |
| 7. Attendance Seminar/ Workshop  | 5 Marks per year  |
| 8. Internship (Block Practice Teaching)  |                   |
| • Teaching of Method subject (15X1)  | 15Marks per year  |
| • Social Participation in Group  | 10 Marks per year |
| • Participation in all activities of school  | 10 Marks per year |
| • Report of any feature of school /<br>Case study Action Research  | 15 Marks per year |

**V Organization evaluation of practice teaching:**

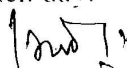
1. Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

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3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
  - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
  - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

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## VI Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the B.Ed,part-1 & 2 Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20): (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II ( school internship Practice of Teaching ) a candidate shall be required to obtain separately at-least-
- ❖ 40 percent marks in the external examination.
  - ❖ 40 percent marks in internal assessment.
- (4) The successful candidates at B.Ed part-1 & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching). those are expected to submit a report regarding this separately.

  
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**What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)**

- a. The institution does not have the provision to revise or update the curriculum. We prepare feedback form for students, member of practicing school , it help in assessing and updating curriculum.

**1.5 Best Practices in curricular Aspects**

**1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

The institution has established IQAC in 2009 to sustain and maintain the quality parameters in the institutional activities.

- Faculty members use the innovative practices in curriculum transaction which promotes participative and meaningful learning.
- Institution adopts the regular feedback mechanism from the stakeholders.
- The institution has established ICT resource centre which helps the faculty members and student teachers to infuse ICT technology in teaching- learning process.
- Faculty members are encouraged to participate in various professional enrichment programmes and research based activities.

**1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?**

The institution organises every year an Add-on course on creative teaching which equips the student teachers with the additional skills required for teaching profession.

- The institution organises value added programmes on computer application, soft skill, and personality development.
- Faculty members infuse ICT in curriculum transaction.
- Faculty members use innovative practices like brain storming, team teaching, co-operative learning, and collaborative learning and buzz session.
- College calendar for the academic year is given to the student teachers in the beginning to orient them about the institution, rules and regulation of the institution, faculty, facilities available, various committees/clubs and proposed activities which help them to prepare themselves for the course.
- The significant and relevant topics which are not included in the syllabus but required for the professional development are taught by the faculty members.

## Criterion II: Teaching-Learning and Evaluation

### 1. Admission Process and Student Profile

**2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

The college admits students to the various courses offered by the college in different ways. For B.Ed. (General) programme, M.Ed. programme, D.El.Ed course, the students are admitted by the centrally conducted entrance test of the Rajasthan State. In this way college get seats of 300 students to the B.Ed. (General) course, 50 students to the M.Ed. course and 100 students in BSTC course. The admission process is usually completed by the end of August and classes start from the first week of September of every academic session.

**2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?**

Admission notification is published by state admission authority regarding entrance test of B.Ed, M.Ed., D.El.Ed COURSE in leading national and regional daily newspaper. We have our own website i.e. [www.biyanicolleges.com](http://www.biyanicolleges.com) Every information related to admission, syllabus, result, activities displayed on them. Prospectus giving all the academic administrative and financial aspects related to admission process is made available to students. Merit and Reservation policy of government ensures access, equity and social justice.

**2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

All the applicants have a single window admission procedure and all the criteria of admission are equitable for all the candidates. The admission procedure is held online and closely monitored by PTET. Selection of candidates is based on the merit.

**2.1.4 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**

Yes, the institution has its own mechanism for assessing students before the commencement of the course.

- Student's knowledge and abilities are assessed before the commencement of the teaching programme through informal interview at the time of admission.
- In the beginning of the academic year to know content knowledge of the student teachers, content test is conducted.
- Talent's day is celebrated to know the hidden talents of student teachers.
- Student teachers are made to write an article on "Myself" on the first day of the academic year.

- A teaching aptitude test is conducted in the beginning of the academic year.

## **2. Catering to Diverse Needs**

2.2.1 Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The institution makes attempt to provide congenial and conducive environment to the student teachers for their all-round development

- The institution has all necessary infrastructural facilities, sufficient classrooms with LCD facilities, Psychology Laboratory, Computer Laboratory, Science Laboratory, and Educational Technology Laboratory along with good library.
- The institution identifies the low achievers and provides remedial teaching.
- The institution has an elected students association, which plans and coordinates the various activities by involving all the student teachers.
- Mentoring groups are formed for better learning and improvement.
- Separate periods are allotted for library reference in the time table to promote study habits.
- Organizing workshops and seminars to provide opportunities to student teachers for their participation.
- Extension activities are conducted to sensitise student teachers on social issues.
- Extended curricular activities are conducted to cater the needs of the above average student teachers

### **2.2.2 How does the institution cater to the diverse learning needs of the students?**

The student teachers admitted for the course belong to diverse group. The institution attempts to cater the diverse learning needs of the student teachers in the following ways -

- Extended curricular activities are organized for above average students such as action research, school/college based projects, paper presentation, peer teaching etc.
- Remedial classes for slow learners are conducted.
- Soft skills programs are organized for rural students to develop communication.
- Field visits are organized to provide enriched experiences to the student teachers.
- Seminar and workshops are conducted on various topics.
- Personality development programme is conducted to refine the personality of student



teachers.

- Information and Communication Technology is integrated in the process of teaching-learning.
- Community based activities are organized to expose the student teachers to community.

### **2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

- The B.Ed. curriculum, prescribed by Rajasthan University provides an opportunity to the student teachers to understand the learning needs of diversified group
- Few topics in hard core and soft core papers emphasize on the diversity and equity in teaching-learning process.
- Co-curricular activities are planned by considering the different abilities of the student teachers.
- Cooperative, collaborative and team learning is encouraged for active participation of all the students.
- The institution organizes various programs to develop the sense of equity among the student teachers.

### **2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

- Faculty members of the institution are professionally trained experienced and dedicated to fulfil the requirements of quality teacher development programme. Besides, they are highly supportive in all aspects of students' development.
- The faculty members are qualified according to the norms of NCTE.
- Faculty members have published articles in various national and international educational journals Faculty members attend workshops and seminars to know the current trends and challenges which enable them to meet the diverse needs of the student teachers.
- Faculty members mentor the student teachers for their academic and cultural pursuits. Faculty improvement programs are conducted by the institution like in-house presentation and discussion on current trends in Education.
- Faculty members use technology in their classroom instruction.
- Faculty members have presented papers in national and international conferences



### **2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

- Innovative teaching methodologies are adopted to cater the diverse learning needs.
- Community activities are provided to sensitize the students towards the diversity and social issues
- Visits are organized to orphanage, NGOs, special schools to sensitise them to the diverse community.
- Guest lectures are organized on inclusive education
- Cultural activities are organized to foster the social and cultural values

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)**

Our institution engages the student teachers in active learning throughout the academic year emphasising more on practical training. The institution promotes active learning by adopting various innovative practices in curriculum transaction like brain storming sessions, cooperative learning, panel discussion, peer teaching, team teaching etc. The institution also organizes various programmes like seminars, PPT, workshops on instructional objectives, lesson plan, question paper preparation and practical activities which make the students to be active participants in the process of learning.

### **2.3.2 How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?**

Learning is made student centred by the following participatory activities

- Lecture cum discussion method
- Brain storming
- Cooperative and collaborative learning
- Buzz session
- Panel discussion
- Peer teaching
- Web based learning
- Library resource method

- Debates, role play, quiz
- Seminar, projects, assignments,
- Concept mapping
- Group discussions
- Practice of communication and microteaching skills and practice in teaching
- Preparation of improvised apparatus.

**2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

- Web based learning
- Library based learning
- Cooperative learning
- Collaborative learning Concept mapping
- Buzz session
- Brain storming
- Inquiry training model
- Concept attainment model and constructivist model
- Lecture cum discussion method

**2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

Yes the institution provides additional training on the following model and made the students to write at least one lesson plan using this model.

#### **Concept Mapping Model**

One of the faculty members has prepared and presented a paper on concept mapping model to the student teachers of Content cum Pedagogy of Teaching Physical Sciences. Software called Cmap tools was used to demonstrate the concept mapping model which was followed by workshop wherein the student teachers designed a lesson plan using the concept mapping model and taught during the practice teaching.

**2.3.5 Do the student teachers use micro-teaching technique for developing teaching skills?  
If yes, list the skills practiced and number**

Yes. The student teachers use microteaching techniques for acquiring teaching skills.

- The time table for general orientation and demonstration of teaching skills is prepared.
- An orientation on the theoretical basis of teaching skills and components of seven teaching skills are given by faculty members.

**The following skills are practiced -**

- Skill of introducing a lesson
- Skill of explaining
- Skill of illustrating with example
- Skill of probing question
- Skill of stimulus variation
- Skill of using teaching aids
- Skill of using black board

Teaching skill session is conducted for a period of seven days. Each student teacher practices two skills in each soft core paper under the supervision of the faculty members and with the peer observers. Feedback is given by the faculty members and the peer observers which helps them to improve the teaching skills.

**2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

Practice teaching is considered as the heart of the course. The essence of all the theoretical papers of the course should be reflected in classroom teaching of 30 minutes duration. Hence practice teaching places a very vital role in the B.Ed. course.

Thirty schools near to our institution are identified for the purpose of teaching practice and permission is obtained from DEO Jaipur II, to conduct teaching practice in these schools. The faculty members prepare the student teacher for teaching practice through pre-practice activities. The detailed procedure of practice teaching is as follows.

## **1. Preparation of Time table**

- This phase contains two types of time tables: Supervisor's time table and student teacher's time table.
- Supervisor's timetable is prepared by keeping the number of method students in the school, need of lessons to be observed by the faculty members and the frequency of faculty members visit to the school.
- The student teachers timetable is prepared by the group leaders in their respective schools by collecting the details of the availability of the classes by the head of the school and classes are allotted accordingly.

## **2. Monitoring mechanisms**

Student teachers are oriented and guided in preparing lesson plans and teaching aids by the method teachers. The student teachers are expected to get their lesson plans corrected before taking the classes in the school.

The student teachers are expected to maintain diary in which the details of attendance and the number of classes taken by the student teachers are recorded and is verified by the supervisors.

## **3. Observation of lessons**

On an average each faculty member observes 4 to 5 lessons per day. Peer observation is also made compulsory and each student teacher is expected to observe 3 to 4 lessons per day.

## **4. Feedback mechanism**

Student teachers are oriented by the faculty members to observe the lessons presented by their peers.

The student teachers and faculty members record the observations and feedback in the observation book while the student teacher delivers the lesson.

At the end of the day faculty members and the peer group participate in feedback sessions and provide feedback on mannerisms of teacher, teaching skills, teaching aids, lesson planning etc.

### **2.3.7 Describe the process of Block teaching / Internship of students in vogue.**

Keeping the importance of block teaching, the institution conducts practice teaching session for 10 days in which student teachers perform their duties as regular teachers, starting from attending the morning assembly till the end of the day. The student teachers are exposed to the following activities during practice in teaching

- Carrying out the morning assembly
- Marking attendance
- Preparation of time table
- Teaching different subjects
- Conducting test and examination
- Correction of answer books and home assignments
- Conducting action research
- Interaction with the senior teachers about academic matters.
- Assisting in organizing the co-curricular activities
- Assisting in administrative work
- Assisting in maintenance of the laboratory

**2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

The practice teaching sessions are conducted through the cooperation of school staff and mentor teachers. The school staff briefs the mentor teacher about the status of the students and also about the syllabus already covered.

**2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

We prepare the student teachers for managing the diverse learning needs of the students in school. The student teachers get the training of understanding the psychology of different students by the medium of different psychological theories. These students are also taught to use different material aids in different situations of the classroom. The student teacher is also trained how to use different teaching skills in their lesson plan.

**2.3.10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

The student teachers are motivated to include latest technology in their teaching. The student teachers prepare their lessons on power point while doing their MOS course. The student teachers also get motivated to be innovative in preparing their lessons.

## **2.4 Teacher Quality**

### **2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

Yes, the practice teaching programme cannot be carried out without the cooperation of the school personnel. The faculty member incharge of teaching practice discusses with the head of the institution to schedule the practice teaching. The faculty members approach the school teachers for allotment of classes/topics for the student teachers. Faculty members discuss with the school teachers about the nature of the teaching practice and the training provided to the student teachers for practice teaching. School teachers provide feedback to our student teachers informally to improve their lessons.

### **2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

The ratio of student teacher identified in practice teaching per school is 10:1.

The criteria adopted in selecting the schools and allotting the student teachers in respective schools is:

- The proximity of the student teacher's residence to the practice teaching schools.
- The number of classes available for practice teaching.
- Medium of instruction.
- Subject wise requirement of practice teaching schools

### **2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

Feedback mechanism adopted by the institution is as follows:

- The faculty members record their observation of the supervised lessons of student teachers in the Lesson Dairy.
- At the end of the day faculty members conduct feedback session in the school.
- During the feedback session faculty members give feedback on lesson plan, teaching skills, teaching aids used, questioning and their mannerism.

### **2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

The institution keeps updating the faculty members regarding the educational needs of the school, so that they prepare their student teachers according to the need of school system.

#### **2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

Through following activities the institution orients the faculty members and the student teachers about the recent developments in the school subjects and methodologies

- Change in the curriculum of school subjects gets reflected in the textbooks.
- Content enrichment programme is organized for student teachers through seminars and orientation.
- Review of school textbooks are done by the faculty members.
- Inviting school headmasters/senior teachers for orienting the student teachers on present developments.
- Through discussions in staff meetings.
- Participation of faculty members in various workshops and seminars organised by different organization both at the regional and national level.

#### **2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc?)**

The institution encourages the faculty members for their professional development.

- All the faculty members have been provided computers/laptop with internet facilities for their academic enrichment.
- Procuring latest books and journals for library.
- Encouraging the faculty members for pursuing Ph.D
- Faculty members are encouraged to attend and present papers at state, national and international conferences and seminars.
- Faculty members are permitted to attend orientation/refresher course conducted by Academic staff College.
- Faculty members are permitted to provide consultancy to secondary school teachers
- Faculty members are permitted to take up the assignments given by university.

#### **2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

The institution is concerned about the academic progression of the faculty members

- The principal of the institution encourages the staff members for their professional development
- The principal of the institution appreciates the staff members in staff meeting for their achievement.
- The management of the institution also encourages and motivates the staff members in their professional development through certificate of appreciation.

## **2.5 Evaluation Process and Reforms**

### **2.5.1 How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

**The barriers to student learning are identified through:**

- Test and examination.
- Observation and interaction.
- Performance in practice teaching.
- Administration of the standardized test and aptitude test.
- Student Grievance Cell.
- Mentoring system.

**Communicated through:**

- Informal talks by faculty members and in the faculty meetings.
- Guidance and counselling sessions.
- Feedback mechanism.
- Mentoring sessions.

**Addressed through**

- Providing notes
- Conducting periodical tests and doing peer valuation for immediate feedback.
- Organizing orientation in communication skill.
- Need based guidance and counselling for the student teachers
- Orientation on study skills and techniques of studying.



### **2.5.2 Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?**

The institution adopts continuous and comprehensive evaluation for student teachers' assessment.

- Unit test is conducted and evaluated by the faculty members and sometimes by the peer group and feedback is provided.
- Preparatory examination is conducted at the end of each semester..
- Teaching skills' lessons are assessed to know the acquisition of the skill.
- Student teachers' performance in various aspects like assignments, projects, seminars, is assessed by developing rubrics for each assessment.
- Student teachers are also assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities.
- A separate rubric is developed by the faculty members for overall assessment of the student teachers.

### **2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

The process of assessment and evaluation is discussed with the student teachers in the beginning of the course. The procedure of both internal and external examination is based on university norms.

- The performance of the student teachers in teaching skills, simulated teaching, test and examination and other activities are assessed by faculty members by using rubrics developed by the institution and the same is communicated with the feedback.
- Through the assessment of the performance of student teachers in various activities including soft core and hard core papers, the faculty member understand the learning difficulties faced by student teachers and adopt different remedial strategies/mechanism to improve learning.

### **2.5.4 How ICT is used in assessment and evaluation processes?**

ICT plays vital role in the evaluation as our teachers use technology in evaluation such as video and audio recording of the student's performance is shown to the student so that she can improve further in her practice teaching.

### **2.6 Best Practices in Teaching -Learning and Evaluation Process`**

**2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

- Implementation of various innovative approaches of curriculum transaction such as collaborative learning, buzz session, brain storming, panel discussion, concept mapping and peer teaching etc.
- Separate rubric is developed to assess the various aspects of the students learning, teaching skills, simulated teaching, lesson plan, seminars, practical activities, teaching practice, assignments, cultural activities etc.
- Development of a rating scale for the overall performance of the students teachers.

**2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

The institution has rich infrastructure which include computer labs equipped with all advanced technologies such as video lectures, projector, LCD etc. The students are allowed to use internet and they are motivated to use internet for enriching their study material. M.Ed. students use internet for searching the reviews related to their topic and they also use excel for preparing chart for the research work.

## **Criterion III: Research, Consultancy and Extension**

### **3.1 Promotion of Research**

#### **1. How does the institution motivate its teachers to take up research in education?**

The institution motivates the faculty members to take up research activities in the following ways:

- Institution has constituted a Research Cell to motivate the faculty members to engage themselves in research based activities, improve their practices and inculcate the spirit of research among the student teachers.
- The institution encourages the staff members to pursue higher education like Ph.D...
- Faculty members are encouraged to participate in National and International seminars / workshops/conferences.
- The institution provides flexibility in time table to help faculty members who are pursuing Ph.D. Leave facility is also provided to attend course work of Ph.D.
- At present three faculty members have Ph.D. degree, seven are pursuing Ph.D.
- Faculty members are encouraged to take up action research.

#### **2. What are the thrust areas of research prioritized by the institution?**

**The thrust areas of research prioritized by the institution are**

- College/School based projects related to the problems faced by teachers like lack of interest, attention, examination anxiety, problems of adolescence, study habits, impact of technology on achievement among the students.
- Case study of student teachers with focus on diagnostic and remedial measures.
- A study on the attitude of faculty members on the implementation of two years B.Ed course.

#### **3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

Yes, the institution encourages faculty members and student teachers to undertake action research to improve their practices.

Faculty members take up at least one action research every year on teaching skills, methodology of teaching, impact of activities conducted by the institution on student teachers etc., The student teachers also take up action research on spelling errors, errors in communication, pronunciation, errors in mathematical learning, errors in balancing chemical

equations, errors in locating the places, solving numerical in physics, writing skill in Hindi, impact of power point presentation on achievement etc

Impact of action research on the institutional growth and development

Action research activities inculcated research attitude among the faculty members and student teachers

- The outcome of the action research helped the faculty members to improve their practices and also make the teaching learning more effective.
- Action Research helped the faculty members and student teachers to find the scientific solutions of the academic problems faced during the teaching learning process.

**4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

**1 Name : Dr. Ekta Pareek**

**Designation: Principal**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	National Knowledge Commission	Biyani shikshan samiti ,Jaipur	26-27 <sup>th</sup> April,2009	Present Paper	National
2.	Personality Development and Value Based E Based Education	Biyani shikshan samiti,Jaipur	20-21 <sup>th</sup> Feb., 2010	Present Paper	National
3.	Challenges in Present Teacher Education	Rawat Mahila B.Ed. college,Jaipur	28-29 <sup>th</sup> August 2010	Present Paper	National
4.	Quality Concern in Education	Shankra Group Of Colleges	2-3 <sup>th</sup> Oct,2010	Present Paper	National
5.	Pedagogical Strategies and Innovations	AlankarB.Ed. College Jaipur	26-27 <sup>th</sup> Feb,2011	Present Paper	National
6.	Quality Planning and Execution In Teacher Training Programme	Sanjay T.T. College, Jaipur	27-28 <sup>th</sup> March ,2010	Present Paper	National
7.	Emerging Trends in Education	Biyani shikshan samiti,Jaipur	28-29 May,2011	Present Paper	National

8.	Research Methodology in Education	S.S.G.Pareek Colls ,Jaipur	8-9 <sup>th</sup> Oct.,2011	Present Paper	National
9.	Teacher Education For Peace and Harmony	Gandhi Darshan Samiti Rajghat, Dehli	11-13 <sup>th</sup> Feb., 2012	Participate	International
10.	Research Methodology in education	Banasthali Vidhyapeeth,Tonk	2-3 <sup>th</sup> May, 2010	Participate	National
11.	Education Trends in Present Scenario	Poddar Management Training Institute, Jaipur	10-11 <sup>th</sup> Feb., 2011	Present Paper	National
12.	Global Trends and Challenges in Teacher Education	Biyani shikshan Samiti, Jaipur	21 <sup>th</sup> Sep., 2012	Present Paper	International
13.	Building Competency-Based Teacher Education in Global Perspective	Biyani shikshan samiti, Jaipur	26 <sup>th</sup> Sep., 2013	Present Paper	International
14.	Education for Healthy India Clean India	ICSSR and M.D.V. College, Abohar, Panjab	25-26 <sup>th</sup> Feb., 2016	Present Paper	International
15.	Role of Gender in Promoting Quality Education	ICSSR and Biyani Shikshan Samiti, Jaipur	1-2 <sup>th</sup> March,2016	Convener	International
16.	Pathyacharya Samiksha	S.S.Jain Subodh Women's P.G. College on Education, Jaipur	29 <sup>th</sup> March	Participant	University
17.	Refresher Course	UGC	30 <sup>th</sup> May to 18 <sup>th</sup> June 2016	Participant	National

**2 Name : Dr. Shipra Gupta**

**Designation: Reader**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	Building Competency Based Global Perspective	Biyani Girl's College, Jaipur	22 - 26 Sept., 2013	Paper Presented	International
2.	Assessment Process and Quality Enhancement in Education Organization	Biyani Girl's College, Jaipur	13-17 Oct., 2014	<b>Convener</b>	International

3.	Trends and Innovative Practices in Education: Future & Implications	Ramgarhia College of Education, Phagwara (Punjab)	03-04 Mar., 2015	Paper Presented	International
4.	Spiritual and Yoga Education: A Need of the Hour	Vivek College of Education, Bijnor (U.P.)	19-20, Dec., 2015.	Paper Presented	International
5.	Education for Healthy India Clean India	Maharshi Dayanand College of Education, Abohar (Punjab)	25 <sup>th</sup> –26 <sup>th</sup> Feb., 2016.	Paper Presented	International
6.	Role of Gender in Promoting Quality Education	ICSSR and Biyani Girl's College, Jaipur	1 <sup>st</sup> – 02 <sup>nd</sup> Mar., 2016	<b>Coordinator</b>	International
7.	Value Education for Ethics and Global Peace	Dewan Institute of Management Studies (College of Education), Meerut (U.P.)	29 <sup>th</sup> –30 <sup>th</sup> Apr., 2016.	Paper Presented	International
8.	Gender Equality And Women's Empowerment: Dimensions, Directions And Challenges	Jai Narain Vyas University, Jodhpur	25 <sup>th</sup> – 26 <sup>th</sup> November, 2016.	Paper Presented	International
9.	Teacher Education – Issues and Challenges	Bharti Shikshak Prashikshan Sansthan, Sri Ganganagar (Rajasthan)	26 <sup>th</sup> March, 2010	Paper Presented	National
10	Aspects of Teacher Education	Goenka Institute of Education & Research, Lacchmangarh, Sikar	21 <sup>st</sup> Nov., 2010	Paper Presented	National
11	Sustainable Development and Human Rights Jurisprudence in India	Seth Moti Lal P.G. College, Jhunjhunu, Rajasthan	18 Feb. – 19 Feb., 2011	Paper Presented	National
12	Quality Management in Education	B.L. Mohta Learning Institute, Sinthal, Bik	27 March, 2011	Paper Presented	National
13	Teacher Education	Devi Mahila Teachers Training College, Harnathpura (Nua), Jhunjhunu,	22 May, 2011	Paper Presented	National
14	Right to Education Act in Present Scenario	B.L. Mohta Learning Institute, Sinthal, Bik	6 April, 2012.	Paper Presented	National
15	Paradigms of teacher Education in Present Context	Sri Balaji Teachers Training College, Benad Road, Jaipur	8 March - 9 March, 2014.	Paper Presented	National
16	Social and cultural aspect	Shri Agrasen P.G.	15 Nov,	Paper	National

	in education”	Education College, CTE, Jaipur	2014	Presented	
17	Education for Peace and Harmony	at Shree Satya Sai B.Ed. College, Karaiwala, Malout (Punjab)	25 Apr. – 26 Apr., 2015	Paper Presented	National
18	Human Rights Education: Trends and Issues in Contemporary World	Mohini Devi Goenka Girl’s B.Ed. College, Lachhmangarh, Sikar	1 <sup>st</sup> May, 2016	Paper Presented	National
19	Techniques of educational research and other issues”	Keshav Vidyapeeth, Jamdoli, Jaipur	30-31 Jan, 2015	WORKSHOP	National

**3 Name : Malti Saxena**

**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	Seminar on NKC	Biyani Girls B.Ed. College	25-26, April 2009	Paper Presented	National
2.	Seminar on value based education	Biyani Girls B.Ed. College	20-21 Feb. 2010	Paper Presented	National
3.	Seminar on teacher education	Sanjay T.T College	27- 28, March2010	Paper Presented	National
4.	Workshop on Research Methodology	Banasthali Vidyapeeth	20-21 June 2010	-	-
	New Mantra of an Effective Teacher	Biff & Bright T.T. College, Jaipur	7th May 2014	Participated	National
6.	Langik Samanta ke Liye Shiksha	Sh. Agrsen PG Shiksha Mahavidhyalya, Jaipur	15 <sup>th</sup> Nov. , 2014	Paper Presented	National
7.	Importance Of National Language Hindi in Globalization	Vidhyasthali Mahila Shikshak Prashikshak Mahavidyalaya, Jaipur	28 <sup>th</sup> Nov. , 2015	Paper Presented	National
8.	Teacher Education For Peace and Harmony	IASE University, Sardarshahar, Churu	26 Sep. 2013	Participated	International

9.	Reforms in Examination And Evaluation (2E) & its Impact on Quality Education	ISEE, Chennai RBS College, Agra	20-21 Jan., 2013	Participated	International
10.	Change In Curriculum Structure & Delivery System In Teacher Education	Lokkmanya Tilak Teacher's Training College (CTE) Dabok, Udaipur (Raj)	13-14 April, 2013	Paper Presented	International
11.	Need Of Quality in Teacher Education	Biyani Group of Colleges, Jaipur	26 Sept., 2013	Paper Presented	International
12.	Frame Work Of a Pivotal Teacher	Biyani Group of Colleges, Jaipur	15 Oct., 2014	Paper Presented	International
13.	Bhartiya Pariprakshay Mei Bhaosanskratik Shiksha Tatha Cunotiya	Banaras Hindu University, Banaras (U.P.)	12-13 March, 2016	Paper Presented	International
14.	Jivan Kosal Shiksha Ka Langik Sandharbh mein Mulyankan	Biyani Group of Colleges(ICSSR) , Jaipur	1-2 March, 2016	Paper Presented	International

**4 Name : Sunita Sharma**

**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	Seminar on NKC	Biyani Girls B.Ed. College, Jaipur	3-4 May, 2009,	Paper Presented	National
2.	Seminar on value based education	Biyani Girls B.Ed. College, Jaipur	Feb 20-21, 2010	Paper Presented	National
3.	Seminar on Teacher Education	Sanjay TT College	March 20-21, 2010	Paper Presented	National Saminar
4.	Personality Development and Value Based Education	Biyani Girls B.Ed. College, Jaipur	Feb. 20-21 ,2010	Presented	National Seminar



5.	Quality planning and Execution in teacher's training programme	Sanjay Teacher's Training College Lalkothi, Jaipur	March 27-28 '2010	Presented	National Seminar
6.	Pedagogical Strategies and Innovations	Alankar Mahila B.Ed. College, Jaipur	26-27 Feb. 2011	Presented	National Seminar
7	Emerging Trends in Education	Biyani Girls B.Ed. College Jaipur	May 28-29' 2011	Presented	National Seminar
8	Research Methodology in Education	S.S.G. Pareek College of Education, Jaipur	8-9 Oct. 2011	Presented	National Seminar
9	Global Trends and Challenges in Teacher Education	Biyani Girls B.Ed. College Jaipur	September 21 '2012	Presented	International Conference
10	Adolescence in the changing scenario of society & role of education	Sanjay Teacher's Training College Lalkothi, Jaipur	January 12 ' 2013	Presented	National Seminar
11	Building competency based teacher education in Global perspective	Biyani Girls B.Ed. College, Jaipur	Sept.26'2013	Presented	International Conference
12	Role of Gender in Promoting Quality Education	Biyani Group of Colleges, Jaipur	March 01-02 ' 2016	Presented	International Seminar
13	Human Rights Education Trends and Issues in contemporary world	Mohini Devi B.Ed College, Jaipur	1 May '2016	Presented	National

**5 Name : Raju Pansari**  
**Designation : Asst. Prof. (M.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	Recent trends in research on education	Jaipur National University	March 2-3, 2009	Presented	National
2.	Towards a knowledge society , Initiatives taken by National Knowledge Commission(NKC)	Biyani Girls B.Ed. College, Jaipur	26-27April, 2009	Presented	National
3.	Personality Development and Value Based Education	Biyani Girls B.Ed. College, Jaipur	20-21 Feb., 2010	Presented	National
4	Promoting Social Cohesion Through peace Education	Lokmanya Tilak T.T. College (CTE), Dabok, Udaipur & NCTE	25-27 March, 2011	Presented	International Seminar

5.	Emerging Trend in Education	Biyani Group of College, Jaipur	28-29 May, 2011	Presented	National
6.	Research Methodology in Education	SSG Pareek PG College of Education, Jaipur	8-9 October, 2011	Presented	National
7	Prachin Sanskrit Vandmaya Mein Shiksha Ka Sawroop Vartman mein Uski Prasangikta	Sanskrit Gyan Nirjhar Sansthan Evam Rajasthan Sanskrit Akadmi, Jaipur Evam Shiksha Vihag, UOR, Jaipur	18-19 March, 2012	Presented	National
8	Global Trends and Challenges in Teacher Education	Biyani Group of College, Jaipur	21 Sept., 2012	Presented	International Seminar
9	Trust Area of Modern Educational Research	Harprasad Institute of Behavioral Studies (HIBS), Agra Association With (IPERA)	28-29 Sept., 2012	Presented	National
10	Adolescence in the Changing Scenario Of Society & Role of Education	Sanjay T.T. College, Jaipur	12 Jan., 2013	Presented	National
11	Building Competency Based Teacher Education In Global Perspective	Biyani Group of College, Jaipur	26 Sept., 2013	Presented	International Seminar
12	Modalities of Social Learning Process and Application	Dept. of Education, Jain Vishva Bharti Institute, Landnu, Rajasthan	06-07 Oct., 2013	Presented	National
13	Culture and Education	School of Education, Jaipur National University, Jaipur	17-18 Oct., 2013	Presented	International Seminar
14	National Curriculum Frame Work 2005, Connecting Knowledge of Life	Shre Bhawani Niketan T.T. College, Jaipur	22-23 March, 2014	Presented	National
15	E- Shiksha : Shiksha Mein Navachar Ke Roop Mein	Rajasthan Shikshak Prashikshan Mahavidyalya, Sahapura Baag, Jaipur	6-8 Aug, 2014	Presented	National
16	Assessment Process and	Biyani Group of	15 Oct.,	Presented	International

	Quality Enhancement Education Organization	College, Jaipur	2014		Seminar
17	Shiksha Ke Samajik Sanskritik Dharohar	Sh. Agrsen PG Shiksha Mahavidhyalya, (CTE) Jaipur	15 Nov., 2014	Presented	National
18	Education Policy For Strong Nation	Bhartiya Shikshan Mandal, Rajasthan	17-18 Jan., 2015	Presented	International Seminar
19	Teaching Learning Process (New Paradigm)	Dept. of Lifelong Learning, Dept. of Education, UOR, Jaipur	21-22 Feb., 2015	Presented	National
20	Role of Gender in Promoting Quality Education	Biyani Group of College, Jaipur	01-02 March, 2016	Presented	International Seminar
21	maintaining Quality and Uniformity in Practice teaching Programmes / Activities	S.S. Jain Subodh Women P.G. College, Jaipur	5-6 Feb., 2010	Participant	National Workshop
22	Qualitative and Quantitative Handling of Research Data	School of Education, Jaipur National University in Collaboration With Council for Teacher Education Jaipur	1 May, 2010	Participant	National Symposium
23	Techniques of Educational Research and Other Issues	Sh. Agrsen PG Shiksha Mahavidhyalya, (CTE) Jaipur, Sponsored by MHRD (Govt. of India)	30-31 Jan., 2015	Participant	National Workshop

**6 Name : Sunita Kumari Sharma**

**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1	Personality Development and Value Based Education	Biyani Girls B.Ed. College, Jaipur	Feb. 20-21 ,2010	Presented	National Seminar
2	Quality planning and Execution in teacher's training programme	Sanjay Teacher's Training College, Jaipur	March 27-28 '2010	Presented	National Seminar
3	Quality concern in	Shankara Group of	October	Presented	National

	Education	Institutions, Jaipur	02-03 '2010		Seminar
4	Emerging Trends in Education	Biyani Girls B.Ed. College, Jaipur	May 28-29' 2011	Presented	National Seminar
5	Global Trends and Challenges in Teacher Education	Biyani Girls B.Ed. College, Jaipur	September 21 '2012	Presented	International Conference
6	Adolescence in the changing scenario of society & role of education	Sanjay Teacher's Training College, Jaipur	January 12 ' 2013	Presented	National Seminar
7	Building competency based teacher education in Global perspective	Biyani Girls B.Ed. College, Jaipur	Sept.26'2013	Presented	National Seminar
8	Assessment process and Quality Enhancement in Education Organization	Biyani Group of Colleges, Jaipur	Oct. 15 '2014	Abstract	India Japan Bilateral Conference
9	Role of Gender in Promoting Quality Education	ICSSR sponsored	March 01-02 ' 2016	Present , Published , Abstract	International Seminar

**7 Name : Meenakshi Sharma**

**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1	Elections Identity Politics and Development	University Rajasthan College, Jaipur	March 2011	Presented	National Seminar
2	The Indian Polity : Retrospect and Prospects	SAP, Political Science University of Rajasthan, Jaipur	March 2011	Presented	National Seminar
3	Rethinking Issues in Governance	Dept. of Political Science University of Rajasthan, Jaipur	March 2011	Participated	National Seminar
4	Emerging Trends In Education	Biyani Girls B.Ed. College, Jaipur	May 2011	Presented	National Seminar
5	Global Trends and Challenges in Teacher Education	Biyani Girls B.Ed. College, Jaipur	Sept., 2012	Presented	International Conference
6	Emerging patterns of State Politics in India with Special reference to Rajasthan	Dept. Political Science University of Rajasthan, Jaipur	Nov.,2012	Participated	National Seminar
7	Climate change impact and Response	Biyani Group of College, Jaipur	Sept., 2012	Presented	International Conference

8	Interpreting Feminism vis a vis Activism	ICSSR National Commission for Women, Jaipur	Jan.,2013	Participated	International Seminar
9	Social Media Impact and Response	Biyani Group of College, Jaipur	Sept.,2013	Presented	International Conference
10	Building Competency Based Teacher Education in Global Perspective	Biyani Group of College, Jaipur	Sept., 2013	Presented	International Conference
11	Adolescence in the Changing Scenario of Society & Role of Education	Sanjay T.T. College Lalkothi, Jaipur	Jan.,2013	Presented	National Seminar
12	Paradigm Shift in Indian Politics Myth or Reality	Dept. Political Science, Jaipur	March, 2014	Presented	ULP National Seminar
13	Assessment process and Quality Enhancement in Education Organization	Biyani Group of College, Jaipur	Oct., 2014	Presented	International Conference
14	India in the Global Order Identity , Issues and Challenges	Dept. of Political Science, University of Rajasthan, Jaipur	Jan., 2015	Participated	ULP National Seminar
15	The Role of Education in Management	V.M.S.P. Mahavidhyalaya, Jaipur	Feb.,2015	Presented	National Seminar
16	New Dimensions for Social Science and Information Technology	S.S.S. Gvt. Girls College, Dausa	Nov., 2015	Presented	National Seminar
17	Impact of make in India Efforts	Biyani Group of College, Jaipur	Sept., 2015	Presented	International Seminar
18	Role of Gender in Promoting Quality Education	ICSSR Biyani Group College, Jaipur	March, 2016	Presented	International Seminar

**8 Name : Ms. Mukesh Kumari**  
**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1	Global Trends and Challenges in Teacher Education	Biyani Girls B.Ed. College, Jaipur	September 21,2012	Presented	International Conference
2	Adolescence in the changing scenario of society & role of education	Sanjay Teacher's Training College Lalkothi, Jaipur	January 12 , 2013	Presented	National Seminar

<b>3</b>	Building competency based teacher education in Global perspective	Biyani Girls B.Ed. College, Jaipur	Sept.26, 2013	Presented	International Conference
<b>4</b>	Assessment process and Quality Enhancement in Education	Biyani Girls B.Ed. College, Jaipur	2014	Presented	National
<b>5</b>	Role of Gender in Promoting Quality Education	Biyani Group of Colleges, Jaipur	March 01-02,2016	Presented	International Seminar
<b>6</b>	Human Rights Education Trends and Issues in contemporary world	Mohini Devi B.Ed College, Jaipur	1, May 2016	Presented	National

**9 Name : Ms. Pushpa Kumawat**  
**Designation : Asst. Prof. (B.Ed.)**

<b>S.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Date</b>	<b>Paper presenter/ participant</b>	<b>Level</b>
<b>1</b>	Role of Gender in Promoting Quality Education	ICSSR 10 <sup>th</sup> Biyani Group of Colleges Jaipur	March 01-02, 2016	Paper Presented	International Seminar
<b>2</b>	Human Rights Education Trends and Issues in contemporary world	Mohini Devi Goenka Girls' B.Ed College ICSSR	May 1,2016 (Sunday)	Paper Presented	National seminar

**10 Name : Ms. Ranjana Pareek**  
**Designation : Asst. Prof. (B.Ed.)**

<b>S.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Date</b>	<b>Paper presenter/ participant</b>	<b>Level</b>
<b>1</b>	Needs & types of Research in Education	Jaipur National University , Jaipur	24-25 Nov.,2009	Paper Presented	National
<b>2</b>	Quality in teacher education	Sh. Agrasen PG teacher training college,CTE, Jaipur	05 Oct, 2009	Paper Presented	National
<b>3</b>	Educational Management	Jain Vishva Bharti University Ladnun , Nagaur	13-14 March, 2010	Presented	National
<b>4</b>	Social Values	Biyani Girls B.Ed. College, Jaipur	February 20-21, 2010	Presented	National
<b>5</b>	Role of Gender in promoting quality education	Biyani Girls B.Ed. College, Jaipur	March 1-2, 2016	Presented	International

**11 Name : Ms. Sarita Pareek**  
**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1	"Towards a Knowledge Society Initiatives taken by National Knowledge Commission"	Biyani Girls B.Ed. College	26-27 April, 2009	Presented	National Seminal
2	Exploring the Dynamics of Education	Gyan Vihar University	5-6 June, 2009	Participated	National Seminal
3	शिक्षक शिक्षा में गुणवत्ता	श्री अग्रसेन स्नातकोत्तर महाविद्यालय, जामडोली	5 Oct, 2009	Presented	C.T.E. 1 दिवसीय शैक्षिक गोष्ठी
4	Personality Development and Value Based Education	Biyani Girls B.Ed. College	20-21 Feb., 2010	Presented	International Seminar
5	Quality Planning and Programme	Sanjay Teachers Training College, Jaipur	27-28 March, 2010	Participated	National Seminal
6	Pdegagogical Strategies and Innovations	अलंकार महिला बी.एड. कॉलेज, जयपुर	26-27 Feb, 2011	Participated	National Seminal
7	Engineering Trends in Education	Biyani Girls B.Ed. College	28-29 May, 2011	Presented	National Seminal
8	Do's and Don't in the Teacher Education	Jain Subodh Women's P.G. College of Education	14-15 May, 2011	Presented	National Seminal
9	Research Methodology in Educatin	S.S.G. Pareek Pareek College of Education	8-9 Oct, 2011	Participated	National Seminal
10	Global Trends and Challenges in Teacher Education	Biyani Girls B.Ed. College	21 Sept., 2012	Presented	International Seminar
11	Adolescence in the Changing Scenario of Society and Role of Education	Sanjay Teachers Training College, Jaipur	12 Jan, 2013	Presented	National Seminal
12	Building Competeny Based Teacher Educaiton in Global Respective	Biyani Girls B.Ed. College	26 Sept., 2013	Presented	International Seminar
13	Assessment Proces and Quality Enhancement in Education Organization	Biyani Girls B.Ed. College	15 Oct, 2014	Presented	International Seminar
14	शिक्षा के सामाजिक सांस्कृतिक सरोकार	श्री अग्रसेन स्नातकोत्तर महाविद्यालय, जामडोली	15/11/2014	Participated	National Seminal
15	Role of Gender in Promoting Quality Education	Biyani Girls B.Ed. College	1-2 March, 2016	Presented	International Seminar
16	Human Rights Education. Trends and Issues in Contemporary Word	Mohini Devi Goenka Girls B.Ed. College,	1 May, 2016	Participated	National Seminal

**12 Name : Ms. Neelam Kumari**  
**Designation : Asst. Prof. (B.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia	Name of the Sponsoring Agency	Date	Paper presenter/	Level
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	<b>Workshop, etc.</b>			<b>participant</b>	
<b>1</b>	Building Competency Based teacher education in global Perspective	Biyani Group of Colleges, Jaipur	Sept.26, 2013	Participated	International

**13 Name : Ms. Pinky Sharma**  
**Designation : Asst. Prof. (B.Ed.)**

<b>S.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Date</b>	<b>Paper presenter/ participant</b>	<b>Level</b>
<b>1</b>	Assesment Process and quality enhancement in education organization	Biyani Group of Colleges, Jaipur	Oct. 15, 2014	Presented	International
<b>2</b>	Shiksha ke Samajik, Sanskritik Sarokar	Sh. Agrasen PG teacher training college,CTE, Jaipur	Nov. 15, 2014	Presented	National
<b>3</b>	Relevance and Challenges of two years teacher training Programme	Sanjay Teacher Training College, Jaipur	Sept. 09, 2016	Presented	National

**14 Name : Ms. Monika Bhardwaj**  
**Designation : Asst. Prof. (B.Ed.)**

<b>S.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Date</b>	<b>Paper presenter/ participant</b>	<b>Level</b>
<b>1</b>	Assesment Process and quality enhancement in education	Biyani Group of Colleges, Jaipur	Oct.15, 2014	Presented	International
<b>2</b>	Shiksha ke samajik sanskritik sarokar	Sh. Agrasen PG teacher training college,CTE, Jaipur	Nov. 15, 2014	Presented	National

**15 Name : Ms. Arti Gupta**  
**Designation : Asst. Prof. (M. Ed.)**

<b>S.No.</b>	<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Date</b>	<b>Paper presenter/ participant</b>	<b>Level</b>
<b>1</b>	Global Trends and Challenges in Teacher Education	Biyani Group Of Colleges, Jaipur	21-11-12	<b>Participated</b>	International
<b>2</b>	Adolescence in the changing scenario of society and role of Education	Sanjay Teacher's Training College,Jaipur	12-1-13	<b>Presented</b>	National
<b>3</b>	Building competency	Biyani Group Of	26-11-13	<b>Participated</b>	International



	based teacher education in global perspective	Colleges, Jaipur			
4	Assessment Process and quality Enhancement in Education organization	Biyani Group Of Colleges, Jaipur	15-10-14	Participated	International
5	Educating for Healthy India Clean India	Maharishi Dayanand College, Abohar, Punjab	25-26 Feb 16	Presented	International
6	Role of Gender in Promoting Quality Education	Biyani Group Of Colleges, Jaipur	1-2 March-16	Participated	International
7	Research Design : Quantitative	Deptt. Of Education ,Jain Vishva Bharati Institute, Ladnun	1-2-April 16	Presented	National
8	Major Educational and Social Problems Diagnostic and Remedies	Deptt. Of Education ,Jain Vishva Bharati Institute, Ladnun	28-29 Aug 16	Presented	National
9	Human Rights Education : Trends and issues in Contemporary world	Mohini Devi Goenka Girls B .Ed. College, Sikar	1-May-16	Presented	National

**16. Name : Ms Bharti Sharma**

**Designation : Asst. Prof. (M.Ed.)**

S.No	Name of Conference	Sponsoring authority	Date	Paper	Level
1	Adolescence in the changing scenario of society and role of education	Sanjay T.T College	12.01.2013	Participated	National
2	Innovation in education	Bright Moon T.T College	27.02.2013	Presented	National
3	Building Competency based teacher education in Global perspective	Biyani Group of Colleges	26.09.2013	Presented	International
4	Paradigms of Teachers education in present context	Sri Balaji T.T College & I.Q.A.C	08.03.2014 To 09.03.2014	Published	National
5	National Curriculum Framework 2005: Connecting Knowledge to Life	Bhawani Niketan T.T College	22.03.2014 To 23.03.2014	Presented & Published	National

6	e- learning Techniques in education	St. Xavier's T.T College	05.05.2015	Published	National
7	Role of Gender in Promoting Quality Education	ICSSR	01.03.2016 To 02.03.2016	Presented & Published	International
8	Human Right Education : Trends and Issues in Contemporary World	ICSSR	01.05.2016	Published	national

**17 Name: Mr. Manish Saini**

**Designation : Asst. Prof. (M.Ed.)**

S.No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Date	Paper presenter/ participant	Level
1.	How to win Friends & influence People	Biyani Girls B.Ed. College, Jaipur	10-15 june 2010	Presented	National
2.	Research Method	Sh. Agrsen PG Shiksha Mahavidhyalya, (CTE) Jaipur,	july 2011	Presented	National
3.	Maintaining Quality and Uniformity in Practice Training Programme/Activities	S.S. Jain Subodh Womens P.G. College of Education	5-6 Feb., 2010	Presented	National
4	Quality Planning and Executing in teacher's Training programme	Sanjay Teacher's Training College, Jaipur	27-28 March, 2010	Presented	International Seminar
5.	Quality Concern in Education	Shankara Group of Institutions, jaipur	02-03 October, 2010	Presented	National
6.	EducationTrands in Present Scenario	Poddar Management Training Institute, Jaipur	10-11 feb., 2011	Presented	National
7	Pedagogical Strategies and Innovations	Alankar Mahila B.Ed college , jaipur	26-27 Februrary, 2011	Presented	National
8	Emergin Trandes in Education	Biyani Group of College, Jaipur	28-29 May, 2011	Presented	National Seminar
9	Globel Trends and Challenges in Teacher Education	Biyani Group of College, Jaipur	21 Sept., 2012	Presented	National

10	Shiksha Ke Samajik Sanskritik Sarokar	Sh. Agrsen PG Shiksha Mahavidhyalya, (CTE) Jaipur,	Nov. 15, 2014	Presented	National
11	Paradigms of Teacher Education in present Context	Shri Balaji Teachers Training College, Jaipur	08.03.2014 To 09.03.2014	Presented	International Seminar
12	Personality Development and Value Based Education	Biyani Girls B.Ed. College, Jaipur	20-21 Feb., 2010	Presented	National
13	Gender Equality and Women's Empowerment: Dimensions, Direction and Challenges	Dept. of Sociology, Jai Narain Vyas University, Jodhpur	25-26 nov. 2016	Presented	International
14	Major Educational & Social Problems : Diagnostic & Remedies	Dept. of Education, Jain Vishva Bharti Institute, Ladnun	28-29 Aug., 2016	Presented	National

**18. Name: Ms. Tripty Saini**

**Designation : Asst. Prof. (M.Ed.)**

S.No	Name of Conference	Sponsoring authority	Date	Paper	Level
1	Emergin Trandes in Education	Biyani Group of College, Jaipur	28-29 May, 2011	Presented	National Seminar
2	Globel Trends and Challenges in Teacher Education	Biyani Group of College, Jaipur	21 Sept., 2012	Presented	National
3	Prachin Sanskrit Vandmaya main Shiksha Ka Swaroop, Vartman main Uski Prasangikta	Rajasthan Sanskrit Academy	18-19 March, 2012	Presented	International
4	Innovations In the Latest Healthcare Issues	Biyani Group of College, Jaipur	19-21 Sept., 2011	Presented	International
5	EducationTrands in Present Scenario	Poddar Management Training Institute, Jaipur	10-11 feb., 2011	Presented	National

6	Pedagogical Strategies and Innovations	Alankar Mahila B.Ed college , jaipur	26-27 Februrary, 2011	Presented	National
7	Quality Concern in Education	Shankara Group of Institutions, jaipur	02-03 October, 2010	Presented	National

**19. Name: Dr. Vijaita Gaur**  
**Designation : Asst. Prof. (M.Ed.)**

S. No	Name of Conference	Sponsoring authority	Date	Paper	Level
1	Building Competency based teacher education in global lperspective	Biyani Group of College	26 Sept. 2013	Paper present	National
2	Global challenges in teacher education	Biyani Girls B.Ed. College	21 Sept. 2012	Paper present	International
3	Terrorism society and quality of life	University Rajasthan College, Jaipur	3-4 Oct. 2010	Paper present	National
4	Research methodology in Education	SSG Pareek PG College of Education, Jaipur	8-9 Oct. 2011	Paper present	National
5	Quality concern in Education	Shankara Group of Institution, Jaipur	2-3 Oct. 2010	Paper present	National
6	Challenges in present teacher education	Rawat Mahila B.Ed. College, Jaipur	28-29 Oct. 2010	Paper present	National
7	Personality development and value based education	Biyani Girls B.Ed. College, Jaipur	20-21 Feb. 2010	Paper present	National

**20. Name: Ms. Nalini Kumari**  
**Designation : Asst. Prof. (M.Ed.)**

S. No	Name of Conference	Sponsoring authority	Date	Paper	Level
1.	The 9 <sup>th</sup> India Japan Bilateral Conference (On Assessment process and Quality Enhancement in Education Organization)	Biyani Group of Colleges Jaipur (Rajasthan)	15-10-2014	Contributed Paper on Quality Enhancement in Educational Organization	International
2.	ICSSR Sponsored 10th Biyani International Seminar on Role of Gender in Promoting Quality Education in Gender Equality	Biyani Group of Colleges Jaipur (Rajasthan)	01.03.2016	Abstract on Role of Distance Education in Gender Equality	International
1.	Shiksha Ke Samajik Sanskritik sarokar	Keshav Vidyapeeth Jamdoli, Distt- Jaipur	15-11-2014	Mulya Shiksha	National
2.	National Seminar on Relevance and Challenges of Two years Teacher training Programme	Sanjay Teacher Training College Jaipur	17-09-2016 18-09-2016	Paper Presented on NCTE pariniyam 2014 ke do varsh ke patyakarm ki samiksha	National

**19. Name: Ms. Priti**  
**Designation : Asst. Prof. (M.Ed.)**

S. No	Name of Conference	Sponsoring authority	Date	Paper	Level
01	The 9 <sup>th</sup> India Japan Bilateral Conference	Biyani group of Colleges	October 15, 2014	Quality Enhancement in Education Organization	International Conference
02	Shiksha ke samajik sanskritik sarokar	Keshav vidhyapith , jamdoli jaipur	November 15, 2014	Mulya shiksha	National Conference

### **3.2 Research and Publication Output**

- 1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

With an objective of enhancing the quality of training, faculty members have developed various instructional and other materials. Faculty members deploy these materials to aid various academic and extracurricular programme organized in the institution. Following are the instructional and other materials developed by faculty members:

#### **Materials Developed for curriculum transaction**

- PowerPoint Presentation and transparencies on few topics in hard core and soft core papers.
- Annual plan of action with respect to the curriculum and other activities.
- Model lesson plans for demonstration classes
- Manual of teaching.
- Concept Mapping module

#### **Materials developed under research Cell**

- Articles for in-house seminars
- Compilation of abstracts of researches done by the faculty members
- Compilation of abstracts of various papers presented by faculty members in conferences/workshops

**Additional printed materials developed by the institution**

- Institution Calendar
- Institution magazine
- News letter

**Feedback forms**

- Feedback on the B.Ed. program offered by the institution
- Feedback from the head of the practice teaching schools
- Feedback on the event/program

**Teaching practice:**

- Format of lesson plan
- Format of unit plan
- Format of observation schedule for practice teaching.
- Observation/Assessment criteria for institutional activities and programme
- Teacher's Diary

**3.2.2 Give details on facilities available with the institution for developing instructional materials?**

The institution provides below mentioned facilities for the development of instructional material:

- Well-equipped Information and Communication Technology laboratory with necessary software.
- Wi Fi connection for internet access.
- Well-equipped science laboratory for development of improvised apparatus.

**3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

- PPTs are developed by faculty members on various topics in their subjects.
- One of the faculty members has developed a concept mapping model by using Cmap tool software.
- Information and Communication Technology is one of the hard core papers in which, each student teacher prepares a PPT on the selected topic.

**3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)**

S. No	Seminar/workshop/Symposium	Date	Level
1	Towards a Knowledge Society	April 26-27, 2009	National
2	Personality Development and Value Based Education	20-21 Feb., 2010	National
3	Emerging Trends in Education	May28-29, 2011	National
4	Global Trends and Challenges in Teacher Education	Sep.21, 2012	International
5	Building Competency-Based Teacher Education in Global Perspective	Sep. 26, 2013	International
6	Assessment Process and Quality Enhancement in Education Organization	Oct. 12-17, 2014	International
7	Impact of make in India Efforts	20-27 Sept., 2015	International
8	Role of Gender in Promoting Quality Education	March 1-2, 2016	International
9	Rising India-Japan Relation: Transforming New Strategic Alliance	Oct.20-22, 2016	International

**3.2.4.2 Attended by the staff:**

Refer para 3.1.4

**3.2.4.3. Training provided to the staff**

**Nil**

**3.2.5. Give details of the awards, honors and patents received by the faculty members in last five years.**

**Nil**

**3.2.6. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

Due to non-enrollment of the institution under 12 B, minor/major projects of UGC could not be taken by the institution.

**3.3 Consultancy**

**1. Did the institution provide consultancy services in last five years? If yes, give details.**

Yes, we are providing free trial consultancy services to near by school; it helps us to establish good rapport with school administration and staff. These are non financial services, which are beneficial to faculty and institution. It will be an added advantage to



the organization which can be used while establishing our own professional consultancy services.

**2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

Yes, our faculty members of the institute competent to undertake consultancy. The college has its own website on which we display the complete profile of the faculty members. Our faculty members get advantage to give consultations to the principals of local schools, following areas are:

- a. Event Management:
- b. Sports Tournaments:
- c. Inter school cultural competitions:
- d. Literally Workshop, Debate, Quiz etc.,
- e. School Administration: Timetable, Record Keeping, maintenance of register.
- f. School, Community Services: Organization, Scout & Guide, NSS, S.U.PW camp.

**3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

- The institution provides honorary consultancy services.

**4. How does the institution use the revenue generated through consultancy?**

- The institution provides honorary consultancy services.

### **3.4 Extension Activities**

**3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

Some of the extension activities organized by the institution are-

- Blood donation camp
- Green city campaign
- Healthy Youth-Healthy India workshops
- Shramdan Camps
- Tree plantation programmes
- Polybag free Biyani college campus programmes
- Illiteracy eradication campaign

- Environmental awareness programs
- AIDS awareness campaign
- Dental check up programs
- Road safety campaign along with Driving license camps
- Voting right awareness programs
- Van Mahotsav

Apart from the regular academic syllabi, the college always inspires the students to participate in extension activities like, Sports, Cultural activities etc. The institution believes in women empowerment and for this it promotes and motivates meritorious girls by awarding them with Kalpana Chawla memorial awards. These awards are given away by the father of late Kalpana Chawla. Extension programme like science exhibition, special lecture, field camps, are periodical and annual features of institutional activities

#### **3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**

The institution is benefited from the community in the following ways -

- It utilizes the expertise and local resources of the community for its curricular, co-curricular and enrichment programmes which add to the quality training of the institution.
- Student teachers seek better placement opportunities through various collaborated agencies.
- Our student teachers participate in environment awareness programme.
- Human and physical resources of the community schools are utilized by our student teachers during teaching practice.
- Biyani Girls College also gives guidance and assistance to faculty members, administrators of our institution with respect to usage and updating of software.
- Biyani Nursing College conducts health checkup programme every year for faculty members and student teachers of our institution. It also creates awareness among the student teachers about health care.

#### **3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

- Undertaking the research projects on social issues

- Organizing more number of educational visits for student teachers
- Organizing the awareness programme on value inculcation among the school students.
- Organizing visits and service oriented programme in the slums and orphanages.
- Conducting environmental awareness programme.
- Organizing awareness programme on RTI and RTE for community.

**3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**

Nil

**3.4.5 How does the institution develop social and citizenship values and skills among its students?**

Our institutional values emphasize on the inculcation of social and citizenship values which are realized through following activities:

- Institution conducts community living camp every year which is a compulsory programme for all student teachers. Community prayer, shramadan and village survey are some of the activities conducted in the camp to develop secular attitude, empathy towards community issues and a sense of responsibilities towards civic duties.
- Institution celebrates national days/festivals, Women's Day, Teacher's Day and Rajasthan Diwas to develop a sense of pride and respect towards the nation.
- Institution organizes various cultural programmes to inculcate cultural values among student teachers.
- Institution conducts morning assembly which includes college prayer, thought for the day and display of daily news to develop the sense of spirituality and knowledge about current issues.
- The institution conducts SUPW activities to develop an attitude of Reduce, Reuse, Recycle and Reproduce.
- Extension activities of the institution provide opportunities to the student teachers to understand the social issues and challenges.
- During teaching practice the student teachers organize many competitions for school students which develop the leadership quality among them.

- Institution organizes various co-curricular activities which need individual/group participation of student teachers. The organization of these activities help in the development of values like team spirit, tolerance, togetherness and mutual help.

### **3.4 Collaborations**

#### **3.4.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

National Council for Teacher Education (NCTE)

Indian Council of Social Science Research(ICSSR)

Apart from this, our institution is collaborated with the state, district and local level organization which have benefited the institution in many ways.

- Rajasthan University
- Biyani Nursing College
- Guru KPO
- DEO (Secondary)

#### **Benefits to the institution:**

The institutional linkage with the different organizations helps in the growth and development of the institution in terms of recognition, affiliation, and approval of the admission, declaration of the results, curriculum transaction, professional development and social sensitization.

- NCTE monitors and controls teacher education programme offered by the institution.
- Collaboration with NGOs provides a platform to student teachers for community participation.
- MOS certificate course on creative teaching for our student teachers every year.
- Campus interviews conducted by various schools help the student teachers to get placement in reputed schools.
- Biyani Nursing college render health services to student teachers and faculty members.
- Guru KPO provides technological support and training to the faculty members and student teachers.
- Deputy Directorate of Education gives permission to utilize schools for practice in teaching.

- Rajasthan University gives affiliation, admission approval and declaration of results and also academic support needed for curriculum transaction.
- Secondary schools of the community help the institution to conduct practice teaching and practical examination for student teachers.

**3.4.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

- Rotract club
- Red cross society
- Collaboration with Rotract club and Red Cross society provide a platform to student teachers for community participation

**3.4.3 How did the linkages if any contribute to the following?**

- **Curriculum Development:** Our efforts in the field of ICT are remarkable as we have developed educational website and also run MOS programmes.
- **Teaching:** Faculty members through these linkages get recognition, update their knowledge by knowing about the current trends and challenges in the field of education which contributes for effective teaching
- **Practice Teaching:** Student teachers develop professional competencies through these linkages and faculty members' gets information about the current practices in the school through the interaction with the head of the institution and the school teachers.
- **Research:** Our M.Ed students undertake research work on different educational problem and they send its copy to University of Rajasthan
- **Consultancy** These linkages help the institution to get the consultancy services for the benefit of faculty members and student teachers Extension :
- **Extension:** The linkage with the Rotract and the Red Cross society provides the opportunity to our students to participate in the community activities to serve the society.
- **Publication:** The linkage provides platform for the faculty members to publish their articles in the national and international journals

**3.4.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)**

**Linkage for Practice Teaching**

During teaching practice student teachers conduct many programs in schools as per the requirement such as quiz competition, exhibition, and essay writing competition. Our

institution provides the schools with instructional materials like teaching aids, sports material and public address system, books and stationery, benches etc.,

### **3.5 Linkage for Placement and Consultancy**

Faculty members of our institution provide consultancy services to the school teachers and also assist the secondary school of the community in the process of recruitment of teachers.

- **Linkage for Research**

Student teachers and the faculty members conduct research activities in the school to improve the academic practices.

#### **3.5.1 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.**

Yes, the faculty members are actively engaged in the school programme in the following ways:

- The faculty members orient the student teachers in advance for lesson plan preparation and transaction of the curriculum in schools during practice teaching.
- Faculty members conduct orientation and demonstration on teaching skills.
- Practice sessions on teaching skills are provided for the student teachers.
- The incharge faculty member schedules the practice teaching programme as per the convenience of the secondary schools and seeks helps for the allotment of the topics and classes for the student teachers.
- Faculty members also provide guidance in the preparation of lesson plan, teaching aid, preparation of question paper etc

#### **3.5.2 How does the faculty collaborate with school and other college or university faculty?**

- Faculty members of our institution provide assistance to school teachers in the recruitment process and also provide consultancy for the school teachers.
- Faculty members of our institution interact with the school/institution/university faculty members and update their knowledge about the curriculum transaction, research activities and the innovative practices
- Faculty members of our institution attend various meetings with the school/ institution/ university faculty members in order to improve the quality of the B.Ed. programme offered by the institution with respect to techniques of teaching and learning, curriculum designing, evaluation process, guidance and counselling, projects and action research.

### **3.6 Best Practices in Research, Consultancy and Extension**

### **3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

Research, consultancy and extension are an integral part of the academic work in the institution.

- Faculty members are encouraged to take up action research every year.
- All the faculty members are instructed by the management to complete their Ph.D. within 5 years.
- Institution is trying to get research projects from various agencies for faculty members.
- The institution has made compulsory for all the faculty members to publish / present papers in the national and international conferences/journals.
- Faculty improvement programs enrich the knowledge of the faculty members which helps them in providing quality consultancy services.
- The institution has initiated to collaborate with few NGOs to provide community orientation to student teachers

### **3.6.2 what are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

#### **Research**

- In-house seminars are conducted for faculty members to update their knowledge
- School/college based action research is undertaken by the faculty members and student teachers.

#### **Consultancy**

- Free consultancy is provided for secondary school teachers and also to parents.
- The outcomes of the Action Research Project are communicated to practice in teaching schools
- In-service programs are planned and organized by the principal to provide opportunity for faculty members to share their experiences with school teachers and also with alumni.

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities

- 4.1.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**



The college situated in 1.1 acre area of lush green space in the heart of Vidhyadhar nagar, Jaipur. The institution has infrastructure as per the NCTE norms. An exclusive building with the built up area 4410 sq.mtr. is provided which has the following accommodation

- (i) Thirty six classrooms.
- (ii) Principal's chamber
- (iii) Multipurpose hall
- (iv) Psychology Laboratory,
- (v) Science laboratory,
- (vi) Educational and Technology Laboratory
- (vii) ICT Centre,
- (viii) Staff rooms,
- (ix) Administrative Office
- (x) Library
- (xi) Separate toilets for girls and staff.
- (xii) Girls' rest room
- (xiii) Drinking water facility.



- (xiv) Store room
- (xv) Counselling Corner
- (xvi) Yoga room
- (xvii) Sports room

The remaining facilities like parking area, playground, canteen etc., are common to all institutions of the campus. The development and maintenance of infrastructure and learning resources is funded by the Management. The amount invested for developing the infrastructure is given below:

Sl. No.	Particulars	Amount
1	Building	32017500
2	Furniture & Fixtures	3327511
3	Audio-Visual Equipment (includes LCD, OHP etc.)	3,63157
4	Teaching aids	4,17,829
5	Computers	4179168
6	Library Books	12,17,129
7	Laboratory and Psychological Apparatus	3,7861
8	Sports Equipment	275525

The master plan of the institution is enclosed as Annexure II

#### **4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The institution has augmented the infrastructure to keep pace with the academic growth by providing the following additional facilities

- ICT centre is established.
- LCD projector.
- Wi-Fi facility is provided for the students and staff.
- Library is automated. The institution has subscribed for various journals and procured recently published books.
- The institution has the provision for expansion of the building.

#### **4.1.3 List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.**

- The multipurpose hall is provided for conducting various co-curricular activities.
- Sports room is provided for indoor games.

- The eco-friendly campus helps us to conduct extension activities.
- Playground of the campus has the facility for outdoor games.

**4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

The college permits other educational institutions and governmental agencies to use its infrastructural facilities for organizing academic activities like competitive examinations, seminars, training camps etc.

**4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

- Nursing College renders medical assistance to student teachers and staff.
- Our campus ensures clean, green, and serene environment which generates positive energy.
- Medical camps /check-ups are arranged at regular intervals in the campus.
- Cafeteria is available in the premises of the Institution.
- Potable water is available with Water coolers
- Separate washroom facilities are provided for girl students and lady faculty
- Housekeeping staff appointed by the management to maintain the health and hygiene in the campus.
- Regular pesticides are sprayed in and around the campus.

**4.1.6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

The Biyani girls B.Ed. College has a 300 bedded Hostel for students in the campus with comfortable well lit, well ventilated rooms, furnished with tables, chairs, beds and wardrobes for all students. The facilities provided aim at development of a positive frame of mind along with quality education for the students. The hostel mess provides hygienic and quality food to the students with comfortable dining space.

**4.2 Maintenance of Infrastructure**

**4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

- Building
- Laboratories
- Furniture
- Equipments

- Computers
- Transport/Vehicle

In the budget the provision for building maintenance, computers, furniture and laboratory equipment are made, however the management takes necessary steps to make arrangements for infrastructure and instructional facilities. The excess amount required for the development of the institution is always provided by the management. The estimated budget is enclosed in the annexure

#### **4.2.2 How does the institution plan and ensure that the available Infrastructure is optimally utilized?**

The infrastructure of the institution is optimally used for conducting all curricular, co-curricular and extension activities

- The institution organizes ‘Library Sapthaha’ through which creates interest among the student teachers to use the library as a learning resource. All the student teachers are made to refer a minimum of 10 books and maintain a library book in which they write review of the book referred and its reflection on them.
- The internet facility provided, helps the student teachers to access e-library.
- The students utilize the library resources for seminar presentation, assignments, practical activities and other extra-curricular activities.
- The ICT laboratory is used by student teachers as a learning resource, to prepare Power Point Presentations, lesson plan writing and preparation of teaching aid.
- Science Laboratory is utilized by student teachers to conduct experiments for demonstrations.
- Psychology laboratory is equipped with all the necessary psychological equipment prescribed in the syllabus. Guidance and counseling sessions are also conducted in psychology laboratory.
- Play ground is used for outdoor games/sports activities.
- Institution has a well-equipped multipurpose hall which is utilized by student teachers for various curricular and extra-curricular programmes.

All the other supportive infrastructural facilities and services are utilized by the student teachers and the staff as per the requirement.

#### **4.2.3 How does the institution consider the environmental issues associated with the infrastructure?**

The management takes ample care of the environmental issues associated with the infrastructure of the institution

- The institution maintains the infrastructure by white washing and repairing the damages every year.
- Necessary care is taken to maintain the sewage and drainage during the rainy season.
- Fire extinguishers are installed as safety measures in the building.

- The campus has a public work department which supervises and takes care of the infrastructural issues.
- All the student teachers are informed in advance about the rules and regulations of the institution which states about the protection and safe guarding of the institutional assets. Intentional damage to any of the assets is penalized.

### 4.3 Library as a Learning Resource

#### 4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, the institution has a qualified librarian and library assistant to support the smooth functioning of library.

The library is spacious and well equipped with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables.

- Eighteen computers with internet facilities are provided.
- Printer and scanner are provided.
- Reprographic facility is available in the library.
- The institution has a library advisory committee which holds periodic meetings to discuss the library development and better utilization.
- Library advisory committee collects the list of books required from the faculty members in the respective soft core and hard core papers. The committee recommends the list of books, journals to be purchased and makes arrangement for procuring it.

Library Resources	
<b>Number of books</b>	14669
<b>Encyclopedias</b>	10
<b>Journals (National)</b>	17
<b>Magazines</b>	15
<b>No. of Back Volumes</b>	
<b>News papers</b>	9
<b>Internet facility</b>	Available
<b>Software</b>	Rex. Lib. 5.0, SPSS
<b>CD's/DVDs</b>	100
<b>E-books</b>	15
<b>E-journals</b>	-
<b>Think Tank</b>	16
<b>Computers</b>	100

<b>Printer with Scanner</b>	1
<b>Reprographic machine</b>	1

#### **4.3.1.1 How do the library collections cater to the needs of the users?**

The institution collections cater to the needs of B. Ed, M.Ed and research students, staff and other stake holders. Thus library collection addresses the needs for teaching – learning (B. Ed, M.Ed), research, reference, hobby reading, and preparation of project proposals, reports, and competitive examination through its vast collection.

#### **4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

- The library collection is quite systematic and procurements are made after the advisory council.
- A special provision has been made for basic books, reference books, student Book Bank, and specific research requirements of our M.Ed. student, research scholars and the faculty.
- Total collection of books - (Books; 18,891 Reference Books-2,000) ,e- Journals (through UGC)
- e-resources – CDs /DVDs (200), Audio video - 300 , Think Tank for Student

#### **4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.**

Yes, the institution has the library advisory committee. It systematically reviews the various library resources for adequate access and relevance.

- The library advisory committee consists of principal and two senior faculty members and the librarian.
- The Library advisory committee holds meetings before the commencement of the academic year with the faculty members to discuss about the requirement of latest publications and collects the list.
- The library advisory committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core and hard core papers and other required books.
- Library advisory committee discusses with the management and procures the books as per the budget allocation.

- Library advisory committee also monitors the infrastructure and furniture requirement and makes a request to the management to provide necessary arrangement for the proper functioning of the library.
- Library advisory committee also subscribes for periodicals and magazines as per the list provided by the staff.
- Library advisory committee supervises the day to day activities of the library.
- A suggestions box is kept in the library to get feedback from the users, to improve the library services.

#### **4.3.4 Is your library computerized? If yes, give details.**

Yes, library is computerized. The institution is using Rex. Lib. 5.0 software for automation of the library. Rex. Lib. 5.0 has the following features.

- Books acquisition
- Cataloguing.
- Circulation.
- Member registration, issue and reserve, return and renew
- Locating the book.
- Library budget allocation.
- Stock verification.

#### **4.3.5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Yes, the institution has computer, internet and reprographic facilities

- 18 computers with internet facilities are available in the library. The staff and the students browse e-journals, e-books and various other learning resources.
- Printer and scanner are provided.
- Reprographic facility is available in the library which helps the users to take photo copies instantly.
- The institution time table has made a provision for library reference. Students also use library in the leisure periods. The timings of the library are 8:00AM to 5:00PM

#### **4.3.6 Does the institution make use of Inflibnet /Delnet/ IUC facilities? If yes, give details.**

Yes institute use Delnet facility in the library. Delnet has the following features:-

- E-books

- E- journals
- CD/DVDs
- Descriptions
- Encyclopedia etc.

**4.3.7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

Library is kept open throughout the year except on seven National holidays. 8 hours the library remains open per day

**4.3.8 How do the staff and students come to know of the new arrivals?**

- List of new arrivals are displayed on the notice board
- Staff members make announcement in the classrooms.
- Book jackets of new arrivals are displayed in the display.

**4.3.9 Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes the institution's library has a book bank. At Beginning of session students are provided to avail library facilities by depositing security amount.

**4.3.10 What are the special facilities offered by the library to the visually and physically challenged persons?**

So far no visually and physically challenged students have sought the admission in the institution. However the institution is positive to provide necessary facilities for the disabled students, if need arises.

**4.4 ICT as learning Resource**

**4.4.1 Give details of ICT facilities available in the institution ( Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

Facilities provided in the ICT resource centre	
Computer	360
Laptop	5
Speakers	15
Printers	15
Rex. Lib. 5.0 Software	Available
Tally	1
Scanner	5
Tape recorders	2
Television set	2

<b>Slide projector</b>	<b>8</b>
<b>OHP</b>	<b>7</b>
<b>LCD</b>	<b>10</b>
<b>Camera &amp; Videography Camera</b>	<b>2</b>
<b>Wi-Fi</b>	Available
<b>CDs/DVDs</b>	<b>200</b>
<b>LED</b>	<b>5</b>

- Faculty members use ICT facilities for teaching learning process through, PowerPoint presentation, preparation of notes, demonstration of video lessons etc.
- Students use ICT facility for preparation of lesson plan, teaching aids, preparation for seminars, assignments and practical activities and as a learning resource.

**4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included**

The curriculum includes computer science in the B.Ed. Course. The institution not only provides computer teaching but also conduct innovative programmes to enhance the knowledge of computers. E Guru project was one of such programme in which knowledge of E Banking, E Shopping, Online reservation and blogs was imparted to the students and the teachers. MOS programme is also such programme in which Presentation Skill of teachers and the students are improved.

**4.4.3 How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

The institution incorporates the new technologies in the curriculum transaction. The institution facilitates use of computers in classroom instructions by preparing the Power Point presentations, lesson planning and self learning materials. Computer interfaced LCDs, and OHP systems are provided to the faculty and students for computer aided teaching-learning.

**4.4.4 What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)**

- **Developing lessons plans:**

Our students make their lesson plan on Power Point. LCD and projector are used for displaying these lessons.

- **Classroom Transactions:**

The faculty uses Power Point Presentation, Video Lectures and Audios for delivering the lectures. The codeless mike is used in the classroom when the size of class is huge.



- **Evaluation:**

The evaluation is done with the help of video recordings and audio recordings.

- **Preparation of teaching aids:**

Our faculty members and teachers use computer software's for preparing teaching aids such as Microsoft Office, Paint, Page Maker and Corel Draw.

#### **4.5 Other Facilities**

##### **4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

Instructional infrastructure optimally used for delivering lecture in classroom, co-curricular activities, Seminar, FDP, Staff meeting through LCD, OHP, Slide Presentation, film stripes etc.

Yes, the institution shares its facilities during Community Programme, Club Meeting, SUPW. Camp etc.

##### **4.5.2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

The various audio-visual materials available with the institution are:

- Teaching Aids
- Charts
- Maps
- Tape-recorders/ CD players
- OHP and Transparencies
- Audio cassettes
- Science Laboratory equipment
- Computers
- LCD Projectors
- Slide Projector
- DVD players
- Camera
- Television

**4.5.3 What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

**We have following labs -**

- a) Methods lab
- b) Psychology lab
- c) Science Lab(s)
- d) Education Technology lab
- e) Computer lab

Every year provision to update the facilities of each lab is made through budget allocation and the list of required equipment is collected from the faculty member who is in charge of the laboratory.

- The institution has a computer lab with 350 computers. As per the requirement of the student teachers and the faculty members the software is installed. The student teachers use the computer laboratory as a learning resource for teaching/learning and also to prepare Power Point Presentations for practice teaching.
- Education Technology laboratory is equipped with Audio visual equipment like television, computer, LCD projector, L E D OHP, slide projector, etc. Educational technology laboratory is used for seminar presentations and for other curricular activities.
- The Psychology laboratory is equipped with apparatus of simple experiments related to Educational Psychology. It is maintained by the psychology faculty members.
- The science laboratory is equipped with necessary apparatus required to perform the experiments related to secondary school science syllabus. It is maintained by the faculty members of science subjects.

**4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

- The institution has a multi-purpose hall which is used for conducting seminars workshops, conferences, alumni meetings and other co-curricular activities.
- The sports room is used for indoor games.
- The transport facilities of the sister institution is utilized by the B.Ed. student teachers

**4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

Yes, the classrooms are equipped for the use of latest technologies for teaching. In technology equipped classrooms, we have LCDs, Projectors, computer and tape recorder. Besides this we have plug point in each class so that we can use technology whenever required. The management is ready to provide additional latest technology for teaching.

#### **4.6 Best Practices in Infrastructure and Learning Resources**

##### **4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

The faculty uses diverse Medias to teach the students. The teachers use different teaching aids as required by the content. The teacher uses charts as well as Power Point Presentation, depends on the situation of the classroom.

##### **4.5.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.**

- We organize intra college competitions which are on the information regarding ICT. The quiz, power point presentation competitions are conducted to enrich the knowledge of the students.
- We have computer labs with 24 hours internet access.
- We have Biyani English Language Lab System (BELLS) in which students are trained with the correct accent and pronunciation of English Language.
- A value added programme on ‘application of computers in teaching – learning process’, is conducted every year to train the student teachers to use ICT in teaching and learning.
- PowerPoint presentations by the faculty members during curriculum transaction.
- Wi-Fi facility for the faculty members and student teachers.
- Library is automated and eighteen computers are provided with internet facilities. Printer, scanner and reprographic machine are also made available.
- Think Tank for all the subjects is provided in the library in the form of hardcopies.

##### **4.5.3 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?**

We have following best practices related to Infrastructure and Learning Resources:

We have online learning system named “GuruKpo.” In this website we have readymade study material, video lectures, online greetings, power point presentation.

We conduct seminar every year.

We run motivational programmes such as How to succeed, Win friends and Influence People.

ICT laboratory is used as a learning resource by student teachers.

## **Criterion 5.1: Student Support & Progression**

### **5.1 Student Progression**

#### **5.1.1 How does the Institution assess the students preparedness for the programme advise through that they receive appropriate academic and professional advise through commencement of their professional education programme (students pre – requisite knowledge and skill to advance) to completion?**

The preparedness of the student teachers for B.Ed. program is assessed in the beginning of the course

- The academic scores in the previous qualifying course.
- Informal discussion is conducted by the admission committee of the institution to know their interest towards teaching profession.
- Pre-test on teaching aptitude and content tests are conducted to know the teaching aptitude and the content competency respectively.
- An induction program is conducted to orient the student teachers about the importance of the teaching profession and also course requirement. In addition, the traditions of the institution are also made known to students.
- Faculty members conduct ice breaking activities to know the strengths and weaknesses of the student teachers.
- Talents day is organized to know the talents of the student teachers.
- Educationists are invited to inspire the student teachers towards the teaching profession.

#### **5.1.2 How does the institution ensure that the campus environment promotes motivation satisfaction, development and performance improvement of the students?**

### **Motivation**

The institution organizes various programs to motivate the student teachers towards the professional development through following activities.

- Arranging talks on great personalities and educationists.
- Displaying of thoughts and quotations of educationists in the library, classrooms and different laboratories.
- Screening of documentary films of great personalities.
- Appreciation in the class through announcement in the morning assembly and prize distribution etc.
- Illustrations by the teachers in their classroom interactions.

## **Satisfaction**

The institution provides all kind of support to the student teachers by knowing their expectations and makes an effort to develop a feel of satisfaction in all their endeavors.

- The campus has the facility for parking, cafeteria, Xerox centre, health centre, etc. which cater to the needs of the student teachers.
- The campus has playground and other facilities for outdoor and indoor games
- Democratic approach of the principal and faculty members helps them to share their expectations and problems.

## **Development**

The institution provides effective learning experiences needed for personal and professional development through the following activities.

- The necessary skills for the teaching profession are inculcated through theoretical and practical experiences provided by the faculty members.
- Mentoring system is practiced by allotting a group of 10 to 15 student teachers to a faculty member to get assistance on various aspects.
- Programs on mental health and personality development are organized for student teachers to groom their personality.
- The ICT training is given to develop technical competencies among the student teachers. The institution has necessary instructional facilities like LCD, computers, interactive board etc.
- Remedial teaching is provided for the low achievers.
- Guidance and counselling cell of the institution tries to find out solution to the personal and academic problems of the student teachers.
- Extended curricular activities are provided to the gifted students to enrich their knowledge and experiences

## **Performance Improvement**

The institution adopts the following techniques to assess the performance and also to adopt different strategies to improve the student teachers.

- Periodical tests and examination are conducted to know the achievement of the students.
- Seminar and practical activities are organized to improve the practical and social skills.
- Extension activities are conducted to make the student teachers socially sensitive.
- Appreciation and rewards are provided for the best student teacher of the academic year.
- Placement service is also provided to the student teachers by the institution for their recruitment.

**5.1.3 Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Our institution is exclusively Girls College of education (B.Ed., M. Ed etc). We do not have any dropouts for last years.

**5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared / qualified in SLET, NET, Central/ State services through competitive examination in the last two years?**

We have internet and computer facilities in our college. So students can be benefited by this. They can get information about jobs/vacancies and forms of higher education like NET, SLET, Central / State services. The institution provides the following services to enable them to compete for the career prospects.

- Guidance and counseling services are provided.
- Value added programs on the personality development and stress management.
- Training in the use of technology in teaching.
- Placement service is provided by the placement and consultancy cell.

**The details of the students appeared / qualified in competitive examination in the last five years are shown below:-**

S. No.	Year	No. of post graduates	Competitive examination							
			SLET		NET		Central Govt. certificates		State Govt. certificates	
			appeared	qualified	appeared	qualified	appeared	qualified	appeared	qualified
1	2012	35	-	-	10	1	-	-	-	-
2	2013	34	25	4	12	2	-	-	-	-
3	2014	32	-	-	10	2	-	-	-	-
4	2015	34	27	6	22	2	-	-	-	-
5	2016	-	--	-	-	-	-	-	-	-

**5.1.5 What percentage of students on an average go for further studies/ choose teaching as a career. Give details for the last three years?**

Majority of the student teachers who complete their B.Ed. course, choose teaching as their career, but few student teachers change their profession due to the attractive salaries and other

personal reasons.

The details of the students of the last three years who have opted for higher education

Sl. No.	Year	Number of student teachers opted for higher education	percentage
1	2014	200	60%
2	2015	214	62%
3	2016	207	59%

**5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software and other resources available to the student teacher after graduating from the institution? If yes give details on the same?**

The institution provides training and access to library and other education related electronic information, audio/video resources, computer hardware and software and other resources available to the student teacher after graduating from the institution. We have well equipped library, language lab. computer lab. and well versed tech. lab. to help and guide the students.

**5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited?**

We have placement cell in our college. A number of student of our college find jobs in different schools nearby their residence.

**5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

- We face great problems regarding Hindi Medium students and low proficiency in computer.
- Most of the schools demand English Medium students to teach in English medium. Institutions have most of the students from Hindi Medium background. To overcome this problem we conduct English speaking classes. For making students perfect with computer skills we run a MOS programme with very nominal fees.
- Some of CBSE and ICSE schools also prefer post graduates.
- After providing recruitment, placement cell finds it difficult to follow up the stability

of the student teachers in the school.

- Some of the placements are provided through informal requests from the school authorities over the phone which cannot be recorded by the placement cell.
- The placement cell also conducts counselling sessions and motivates the student teachers to take up post-graduation in the school subjects. The placement cell inform the school authorities to intimate the institution in case of any changes taken place in the recruitment provided by the institution. The institution informs the faculty members to make a record of the assistance provided by them for the recruitment of student teachers in the placement cell.

#### **5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

We do efforts for the more placements in practice teaching school. We always get their support. We got placement of our students but we try great deal in other schools.

#### **5.1.10 what are the resources (financial, human and ICT) provided by the institution to the Placement Cell?**

- The institution bares the expenditure to conduct campus interviews and all related activities of the placement cell like guidance and counselling sessions, training to face the interview, preparation of curriculum vitae etc.
- One of the faculty members is in charge of placement cell who takes care of all the activities of the cell with the assistance of other faculty members and the maintenance of the record is done by the office superintendent. Faculty members also conduct programmes to develop demonstration skills and confidence among the student teachers.
- All the records of the placement activities are documented in the hard copies.

### **5.2 Student Support**

#### **5.2.1 How are the curricular (teaching learning processes) co curricular and extracurricular programmes planned, (developing academic calendar, communication across the institutions feedback) a evaluated and revised to achieve the objectives and effective implementation of the curricular?**

College calendar is prepared before the commencement of the academic year by keeping the University calendar as a reference. The curricular, co- curricular and extension activities to be conducted are planned keeping in view, the vision and the mission of the institution. After discussing in the staff meeting about the financial requirement, hurdles faced and feedback received from the stakeholders, the programs are incorporated in the calendar of events.



College calendar of event and method wise calendar of events are prepared. To ensure proper planning and smooth execution of the calendar of events, the principal distributes the portfolio to carry out different activities to the faculty members on rotation basis considering the interest and the potentialities of the faculty. Performance of student teachers in the curricular, co-curricular and extended activities is assessed. It is based on continuous comprehensive evaluation. The institution evaluates the curricular, co-curricular and extension activities by adopting different strategies and the same are revised through feedback mechanism.

**5.2.2 How is the curricular planning done differently for physically challenged students?**

So far no student teacher with major physical disabilities is admitted. In case if such students seek admission, the institution is ready to provide necessary facilities to accommodate such differently challenged students.

**5.2.3 Does the institution have mentoring arrangements? If you how is it organized?**

Yes, the institution has introduced 'mentoring system' by allotting 10 to 15 students randomly assigned to each faculty member who is made responsible for the student teacher's professional and overall development. The faculty members act as mentors for the whole academic year, discuss with the student teachers about their academic, personal and vocational issues. The mentor teacher monitors and supervises the activities of the student teachers of their group and keeps a track of their development. Guidance is given by the mentors for their professional and overall development.

**5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

The institution has a cordial, democratic and healthy environment. The support system provided by the management and the principal motivates the faculty members to work effectively. The institution adopts the following steps to enhance the effectiveness of the faculty member:

- The institution provides all necessary infrastructural facilities
- The institution provides all the necessary instructional facilities
- Flexibility is provided to the faculty members to experiment with the innovative ideas.
- Faculty members are encouraged to attend workshops, seminars and orientation programs to update their knowledge in the field.
- Expert's talks on the current issues and challenges in the field of education are arranged by the institution for faculty improvement.
- The institution provides necessary ICT related facilities like computers, Wi-Fi, software, etc.,

- The principal conducts periodic staff meetings to know the problems faced by the staff members in carrying out their responsibilities and suggestions are sought in the staff meeting.
- Faculty members are encouraged to take up Action Research to implement their innovative ideas.

The institution also provides necessary facilities for mentoring of student teachers. Mentoring system helps to find out the individual differences which enable the faculty members to know the potentialities and problems:

- In the beginning of the academic year the institution introduces the mentoring system by allotting 10 to 15 student teachers randomly assigned to each faculty member and made responsible for the student teacher's professional and overall development.
- Counselling sessions by the professionals are also arranged by the principal to resolve the problems faced by the student teachers, in case of necessity.
- The institution encourages the faculty members to take remedial classes for low achievers.
- The institution also encourages organizing various activities to provide enriched experiences to the student teachers by knowing their interest and the potentialities

**5.2.5. Does the institution have its website? If yes, what is the information posted on the site and how often it is updated?**

Institution has its own website [www.biyanigirlscollege.com](http://www.biyanigirlscollege.com). The information on the infrastructural facilities and instructional facilities like library, ICT resource centre, classrooms, Science laboratory, Psychology laboratory, seminar hall, cafeteria, sports and transport facilities. The details of curriculum and services available, staff profile, location, address and calendar of events of the institution of the academic year 2015-2016 is available. It is updated once a year.

**5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.**

Yes, the institution conducts remedial program for the low achievers. The mentoring faculty members and the method teachers identify low achievers by considering their entry test scores, achievement test scores and the performance in the microteaching sessions and participation in various activities.

The following remedial measures are taken in this regard:

- The institution offers instruction both in Hindi and English medium

- Study materials by the faculty are given to low achievers.
- Peer teaching method is adopted to help the low achievers.
- Individual counseling is provided by the mentoring teachers to the low achievers.
- Low achievers are encouraged to write answers to the previous year question papers and the same is discussed by the faculty members and feedback is given.

**5.2.7 What specific teaching strategies are adopted for teaching? (i) Advanced learner and (ii) Slow learner?**

**a. Advanced Learners**

- The following strategies are adopted for the advance learners.
- Advance learners are given assignments, projects, seminar, PPT Preparation, preparation of modules, preparation of documentation, web browsing and creative writing.
- Advance learners are included in the editorial board of the institution magazine and class magazine to nurture their creative writing.
- They are involved in the peer teaching, debate, discussion in the institution and other inter collegiate competitions.

**b. Slow learners**

The strategies adopted for slow learners include

- Slow learners solve the question bank, prepared by the faculty members and feedback is given for further improvement.
- Individual guidance is provided by the mentor teachers.
- Faculty members encourage and motivate the slow learners by providing an opportunity to work with advanced learners by constituting the study circle.

**5.2.8 What is the various guidance and counseling services available to the students? Give details.**

The institution has guidance and counselling cell which is comprised of a trained counsellor and faculty members.

The following guidance services are provided by the cell:

- Personal guidance
- Educational guidance
- Career guidance

The guidance and counselling cell organizes many programs on personality development, stress management, mental health, orientation for examination preparation, study habits

etc. Apart from this guidance and counselling cell also conducts individual/group counselling sessions for the needy students. Placement cell of the institution also provides career counselling to the student teachers.

**5.2.9 What is the grievance redressed mechanism adopted by the institution for student? What are the major grievances redressed in last two years?**

The institution has established students' grievance redressal cell to look into the grievances lodged by the student teachers, judge its merit and resolve. The cell is empowered to redress the matters of instructional and infrastructural facilities required.

Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behaviour by administrators, teaching and non-teaching staff or other student teachers of the institution in the grievance box which is made available in the institution. Sometimes grievances are informally communicated to the principal. However major grievances which cannot be solved by the principal are forwarded to the management to take necessary action.

The major grievances redressed in last two years

- Request for more number of English medium books.
- Request for more number of International journals.
- Extension of library timings.
- Providing transport facility.
- Canteen facilities.
- Availability of potable water.

**5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?**

- After completion of every unit, a test is conducted and evaluated by the faculty members, sometimes by the peer group and the feedback is given to them about their performance.
- Microteaching lessons are observed and assessed to know the acquisition of the skill. Feedback is given for further improvement both by the peer group and also by the method teachers.
- Student's performance in various activities like assignments, projects, seminars is assessed by using rubrics.
- Student teachers are also observed and assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities of the institution.
- The mentor teacher monitors the progress of his/her student teachers and necessary guidance and feedback is given periodically.

**5.2.11 How does the institution ensure the students competency to begin practice teaching(Pre – practice preparation details) and what is the follow up support in the field (practice teaching) provided to the students during practice teaching in schools?**

The pre-practice preparation activities conducted by the institution are

- Orientation and demonstration on microteaching skills in different methods by the faculty members.
- Practice to develop the episodes for micro lessons.
- Practice to develop microteaching skills in groups.
- Workshop on writing instructional objectives and specifications
- Orientation and workshop on developing and designing the lesson plan.
- Demonstration by the experts on the preparation of teaching aids.
- Demonstration lessons are given by faculty members and alumni.
- Practice of simulated teaching.
- Orientation on observation of the lesson.
- Orientation about the practice teaching.
- Guidance for selecting topics for practice teaching.
- Lesson plans in each method are corrected by the method teachers and necessary guidance is provided.
- Orientation and workshop is conducted on the preparation of unit test.

The follow-up support in practice teaching given by the faculty members is as follows:-

- The faculty members help the group leader in the preparation of the time table and allotment of the class to the student teachers.
- The lessons taught by the student teachers are observed by the faculty members and the feedback is given every day.
- Faculty members help in getting sufficient number of classes for the student teachers by requesting of the head of the institution.
- The faculty members stay back in the practice teaching school to support and supervise the student teachers in lesson planning, teaching and classroom management.

### 5.3 – Student Activities

**5.3.i. Does the institution have an Alumni Association? If yes list the current office bearers.**

**ii. Give the year of the last election**

**iii. List Alumni Association activities of last two years.**

**iv. Give details of the top ten alumni occupying prominent position**

**v. Give details on the contribution of alumni to the growth and development of the institution.**

Yes, our institution has an Alumni Association which started in the year 2010. Alumni association provides opportunity for the former student teachers of the institution to develop a lifelong relationship with the institution and contribute to the growth and development of the institution. The office bearers are unanimously elected in the general body meeting.

The present office bearers are:-

Sl. No.	Office Bearer	Name of the office bearer
1	Rector	Dr. Ekta Pareek
2	Staff Advisor	Ms. Malti Saxena
3	President	Ms. Bharti Sharma
4	Vice-President	Ms. Arti Gupta
5	Secretary	Ms. Pushpa Kumawat
6	Treasurer	Ms. Mukesh Kumari
7	Member	Ms Neelam Choudhary
8	Member	Ms Nalini Sharma
9	Member	Ms. Ranjana Pareek

**ii. Give the year of the last election- 2015.**

**iii. List of activities conducted through alumni association in last two years:**

Alumni Association conducts an Inter college essay writing competition for the B.Ed. students of Rajasthan University every year.

- Alumni contribute articles to college news paper.
- Alumni are invited for giving demonstration classes for the student teachers.
- Alumni participate as judges for extended curricular and co-curricular activities.

- Alumni conduct inauguration of the B.Ed. course every year.
- Alumni provide the information about the vacancies in the schools to the placement cell of the institution.

**iv. The top ten alumni occupying prominent position**

Sl.No.	Name of the Alumni	Year of studied	Position occupied
1	Nivedita Rathore	2007-08	Leftinent in Army
2	Anuja Singh	2007-08	Lecturer in MGPS
3	Heera Swami	2008-09	Lecturer in College
4	Tanu Soni	2008-09	Asst. Manager in bank
5	Nisha Tank	2009-10	Account officer
6	Sangeeta Jain	2010-11	Lecturer in Govt. School
9	Sunita Rai	2013-14	Lecturer in Govt. School
10	Parul Mittal	2014-15	Principal & Director in university of Rajasthan campus school.

**v. Contribution of alumni to the growth and development of the institution.**

The contribution of alumni for growth and development of the institution is most valuable.

- Assist the institution as resource persons in academic and other activities.
- Update about the recent happenings in the school education.
- Help in B.Ed. admission.
- Help the placement cell in the recruitment process.

**5.3.2 How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students during the last two year?**

The institution organizes various extra-curricular activities. Every year an action plan is prepared by each committee and club on the proposed extra-curricular activities. Each club and the committee of the institution have the student representatives. All the student teachers are encouraged and motivated to participate in one or the other activity. The student teachers are also encouraged by the faculty members to participate in inter and intra college competitions. The list of student teachers' achievements in various inter and intra college competitions is mentioned below:-

Sl. No.	Academic year	Name of the students	Event	Type of event intra/inter college	Event organized by cell/other institution etc.	Position
1	2013	Rekha Jangid	Dance	Inter-College	St. Wilfred T.T. College	First
2	2014	Deepika Rajawat	Dance	Inter-College	Rawat T.T. College	First
3	2015	Krishna V. Anand	Dance	Inter-College	Sanjay T.T. College	First
4	2016	Nida Khan	Singing	Inter-College	SSG Pareek Edu. PG College	Second

**5.3.3 How does the institution involve and encourage students to publish materials like catalogues wall magazines, college magazine and other material. List the major publication / materials brought out by the students during the previous academic session?**

The institution publishes an annual college magazine. Articles are invited by both student teachers and faculty members in Hindi and English. Faculty members guide the Student teacher about the selection of the topic, writing of article etc. The editorial board comprised of the principal, faculty members and the student representatives, scrutinises the article submitted to magazine committee. The college magazine also consists of student teachers diary in which the details of the student teachers of that academic year are given. The institution also published monthly newspaper.

**5.3.4 Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding?**

Yes, the institution has a student association. The association is formed through democratic procedure. The student association co-ordinates and organizes academic and co-curricular programs with the help of other clubs/committees. The student association along with the members of the various clubs/ committees prepares a plan of action to carry out different type of activities for effective functioning of the association.



### Office bearers of the student council and their portfolios

Sl. No.	Post	Name
1	Rector	Dr. Ekta Pareek
2	Staff Advisor	Dr. Shipra Gupta
3	President	Ms Deep Kavar
4	Vice President	Ms Jyoti Bala
5	Secretary	Ms Bharti pareek
6	Joint Secretary	Ms Anand Kavar
7	Organizing Secretary	Ms Rekha Solanki
8	Treasurer	Ms lata Sharma

The student association in collaboration with various cell/committees/clubs like Women Redressal Cell, Student Grievance Cell, Guidance and Counselling Cell, Magazine Committee, Eco club,, English Club, Social Science Club, MathsClub ,organizes various activities listed below:

- Significant days like women's day, teachers day, science day, Independence Day, etc.
- Co-curricular and cultural activities.
- Community living camp.
- Field visits and educational tour.
- Lectures.
- Sport's day and environmental awareness programs.
- Extension activities by collaborating with NGOs.
- Intra college competition like quiz, debate, essay writing etc.

#### **5.5.5 Give details of the various bodies and their activities (academic and administrative), which have Student representation on it?**

The following are the different committees and cells established in the institution to work in collaboration of student association, under the guidance of faculty members. Student teacher representatives are selected based on their interest and the capacities for each club /committee/cell.

### **Students' Grievance Redressal Cell**

The institution has established students' grievance redressal cell to look into the grievances lodged by the student teachers, judge its merit and resolve. Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behavior by administrators, teaching and non-teaching staff or other student teachers and also inadequacy of the facilities of the institution. Student teachers can express their grievances in the grievance box which is made available in the institution. Sometimes grievances are informally communicated to the principal. This cell comprises principal, faculty members and two student teacher representatives.

#### **Activities:**

- Orients the student teachers about the Grievance Redressal Cell and the procedure to lodge the grievances.
- Collection/selection/recording of the grievances by the faculty in charge.
- The cell conducts four meetings in an academic year to resolve the grievances of the student teachers.

### **Women Redressal Cell**

Institution has constituted a Women Redressal Cell to address the various academic/personal/social issues of women student teachers. This cell shares the common goal - to learn, to educate and to collaborate the ideas towards a meaningful and positive change to face the challenges of women. This cell comprises of principal, two female faculty members and two female student representatives.

#### **Activities**

- Celebrates International Women's Day.
- Organizes guest lectures on women and their legal rights, women empowerment and women related issues.
- Guidance and counselling is given to women student teachers as per the need. •Panel discussion on the women related issues.

#### **Guidance and Counselling :**

Guidance and counselling cell is formed in the institution to provide guidance and counselling to the student teachers on their academic, personal and social issues. It works as support system for the student teachers to overcome problems of learning and adjustment. In addition, it identifies the strengths and weaknesses of the student teachers and suggests the measures for their further improvement. This cell comprises of principal, faculty members of Psychology subject and two student teacher representatives.

### **Activities**

- Organizes orientation programmes on mental health, stress management, personality development etc.
- Personal counselling is provided to the needy student teachers.
- Orientation cum workshop is organized on self-awareness and motivation.
- Consultancy is provided by the faculty members to the secondary school students on study habits, examination phobia, adolescence problems etc.,
- Organizes various activities to groom the personality of the student teachers.

### **Library Advisory Committee**

Library Advisory committee of the institution looks into the enrichment of library resources and up gradation of library. The committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core, hard core papers and other required books.

Library advisory committee discusses with the management and procures the books as per the budget allocation. This committee consists of principal, two faculty members, librarian and two student teacher representatives.

- Induction program is organized about the usage of the library to the student teachers.
- Celebration of library Saptaha.
- Visits are organized to other libraries.
- Display of articles on current affairs in various disciplines.
- Library advisory committee monitors the infrastructural requirement.
- Subscribes for periodicals and journals as per the list provided by the staff.
- Library advisory committee supervises the day to day activities of the library.
- Suggestion box to receive the feedback is kept in the library and feedback is implemented for the improvement of the library.

### **Magazine / Publication Committee**

With a mission to provide a platform for literary talents of student teachers, the institution brings up an annual magazine which provides complete information of various activities conducted in the academic year. The editorial board of magazine committee comprises principal, faculty members and student representatives.

**Activities**

- Conducts orientation program on writing articles, collection of advertisements etc.
- Distributes the roles and responsibilities in relation to literary collection, typing, advertisements, collecting the messages, printing etc.
- Consolidates all the activities conducted during the academic year and prepares a photo album on all the activities.

The institution has also constituted various clubs to organize academic and other activities related to different subjects

**Cultural / Sports Committee :**

Cultural/Sports committee of the institution organizes various activities to appreciate the multicultural diversity of the society and to develop sportsman spirit among the student teachers. It provides the platform to the student teacher to exhibit their cultural /sports talents. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, faculty members, four student representatives and rest of the student teachers as its members.

**Activities :**

- Organizes talents day in the beginning of the year.
- Celebrates various days of significance like Independence Day, Teachers' Day, etc.
- Cultural events are organized by the committee on founder's day, community living camp, valedictory function.
- Sports day is organized.

**Educational Excursion/Visits Committee :**

The institution has educational tour/visits committee which organizes educational tour/local visits which is an integral part of B.Ed. course. In addition, to it also organizes visits to various places of educational importance. This committee consists of principal, a faculty member and four student representatives.

**Activities:**

- Organizes educational excursion.
- Visits to places of educational significance.

**Extension/Community Activities Committee :**

The extension activities committee plans and executes the activities which promote community development. It intends to provide opportunities to the students to get sensitized towards the community issues and extend their service to community. This committee consists of principal, a faculty member and four student representatives.

**Activities**

- Organizing community living camp.
- Establishing collaboration with NGOs like Rotary Club, Red Cross Society.
- Organizing blood donation camp.
- Organizing visits to orphanage, special schools and old age home.
- Developing the sense of sharing through organizing various donation activities.

**English Club**

Lingua franca is set up to create interest and motivation among the student teachers towards the significance of English language in day to day communication. It develops the spirit of creativity and innovation in teaching - learning of English. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. English club comprises of principal, English faculty member, four student representatives and rest of the English method students as its members.

**Activities**

- Conducts essay writing competition in teaching practice school
- Donates dictionaries/books to the best students of the practice teaching schools.
- Conducts intra-college debate, storytelling, extempore speech competitions etc.
- Display of English related facts in the English method room.

**Science Club**

Science club is established by the institution to promote scientific temper, scientific attitude and scientific outlook among the student teachers through various activities. It also provides opportunity for the development of the constructive, explorative and inventive abilities of the student teachers. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Science faculty members, four student representatives and rest of the Science method students as its members.

**Activities**

- Organizes science quiz, science exhibition and debate.
- Guest lectures on eradication of superstition, significance of science in day to day life.
- Celebration of science day.
- Celebration of scientist's birthday.
- Preparation of improvised apparatus.
- Discussion on innovative methods of learning Science through practical approach.

**Mathematics club**

It is constituted in the institution to create interest in Mathematics learning among the student teachers in a recreational way. This club instils mathematical perspective. In addition the club

also looks at unconventional ways of approaching Mathematics. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Mathematics faculty member, four student representatives and rest of the mathematics method students as its members.

### **Activities**

- Celebrating the birthdays of famous mathematicians.
- Celebrating significant days like pi day, e day.
- Preparing lesson plans for innovative methods of teaching.
- Organizing workshop on material development for Mathematics teaching
- Collection and compilation of articles on fun in Mathematics.

### **Eco club**

It is established in the institution to create awareness about the environmental issues. It orients the student teachers about the significance of nature and its protection. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, a faculty member, four student representatives and rest of the student teachers as its members.

### **Activities**

- Plantation.
- Campus cleaning.
- Organizing a camp on “Clean India Green India” by the student teachers in the community.
- Encouraging student teachers to participate in the environmental rallies and the awareness programmes.
- Demonstration on garbage management.

### **Social science club**

This club is set up by the institution to develop interest in learning Social Science through activities. It tries to orient the student teachers towards the contribution of history and its relevance in the society. It aims at developing historical perspective and civic sense through various activities. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Social Science faculty member, four student representatives and rest of the method student teachers as its members.

### **Activities**

- Organizes quiz, exhibition
- Conducting seminars on fundamental rights and duties of the citizen, constitutional obligations.

- Conducting Mock Parliament.
- Organizes street plays on social issues.

**5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

The institution collects the feedback from the students through the feedback forms developed by the institution

- Students appraisal of teachers
- Feedback on the B.Ed. course
- Feedback on each activity conducted in the institution

The institution also collects feedback from the alumni and parents. The feedback collected by the students, alumni and the parents are analysed and discussed in the staff and IQAC meetings and necessary steps are taken to implement the feedback to improve the programs.

**5.4 Best Practices for Student Support and Progression**

**5.4.1. Give details of institutional best practices in student support and progression.**

The institution adopts the following best practices for the students support and progression:

- At the valedictory function all the students take an oath given by great scientist and teacher Dr. A.P.J.Abdul Kalam. This helps them to dedicate themselves for the noblest profession of teaching.
- The institution conducts intensive induction program to develop awareness among student teachers towards the institutions vision, mission, objectives and values.
- The institution provides college calendar with the details of all the proposed academic and other activities which ensures the preparedness of student teachers.
- The institution conducts an entry test on student teachers to know their teaching aptitude.
- The institution conducts an entry test to know the content knowledge of the student teachers in various school subjects.
- Mentoring system is adopted by the institution to provide academic support to the student teachers.
- The institution has a placement cell, which provides recruitment to the student teachers.

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## **Criterion - 6**

### **Governance and Leadership**

#### **6.1 Institutional Vision and Leadership.**

##### **6.1.1 What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

The goal of the institution is conveyed through its vision, mission, objectives and values. The institution excels itself by extending the quality education to its stakeholders by keeping institutional vision and mission in all its endeavours.

##### **Vision: -**

Excellence in higher education, Women Empowerment through Technical education

##### **Mission:-**

- To equip and empower student-teacher with relevant knowledge, competence and creativity to face global challenges
- To enable the pupils to receive the right education from dedicated teachers under dynamic administration.
- To prepare students for complete living.
- To impart a sound and all round education to the student irrespective of caste, creed or religion.
- To provide proper orientation to the student aimed at drawing out his/her latent potentialities.
- To orient the student to develop a strong character, self-reliance, integrity, fellow feeling and a sense of duty towards society and the nation.
- To orient the student to strive for excellence.
- To foster realistic understanding, appreciation and faith in the culture of India.
- To prepare students for a democratic way of life.
- To equip students with the futuristic outlook suited to the materialistic society.
- Vision and mission statements are made known to all the stakeholders and are prominently displayed at entrance and also printed in the prospectus.



**Values -**

- Nurturing the humanistic competencies
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.

**Objectives**

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide placement services to the student teachers so as to help in their carrier development.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

**The institution makes known its mission, vision and values to the stakeholders in the following ways:-**

- The vision, mission, values and the objectives are mentioned in the website of the institution.
- The principal introduces the vision, mission and values of the institution for the prospective student teachers during the induction programme of the B.Ed. course.

- The Director Academic Prof. Sanjay Biyani of the institution shares the vision, mission and values with the student teachers and staff members during various functions and meetings.
- The institution strives to fulfil the vision and the mission through its various curricular, co-curricular and extended activities
- Vision and mission are displayed in the principal chamber and in the library.

**6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?**

**Need of the society :**

The objective of the institution is to develop awareness among the student teachers to know the social realities and issues and to produce socially competent citizens.

**Students :**

The institution develops the competencies among the student teachers required to be effective and efficient teachers.

**School Sector :**

The institution prepares the prospective teachers to provide quality learning experiences to the school students.

**Educational Institution's tradition :**

Institution provides conducive, cordial, democratic environment.

**Value Orientation :**

Institution vision and mission aims to provide value based education through the integration of values through its curriculum transaction.

**6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

Teaching and learning process is controlled by various committees, controlled by management. The committees are involved to activate the maintenance of the Institutional mission and objectives.

- The management has a clear view of the vision and mission of the Institution. The management ensures the maintenance of the quality enhancement and sustenance by providing adequate infrastructural requirements.

- The management provides necessary support and motivation to meet the objectives of the Institution.
- Teaching and learning process is controlled by various committees and they, intern, controlled by the management.
- Head of the Institute and other members promote student achievement, support and develop the entire system.
- Management monitors and supervises institutional activities. Through the exemplary leadership and supervision of the management, the institution is moving towards the greater heights.

#### **6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

The management has entrusted the principal with task of leading the B.Ed. institution to the pinnacle. The principal adopts the democratic approach wherein each staff member has freedom to take decisions to conduct curricular and organize co-curricular activities. The principal defines and communicates the responsibilities to the staff.

- The principal conducts meetings with the faculty members on a regular basis.
- Planning for the academic year is done through staff meetings before the commencement of the academic year.
- An action plan is prepared by the faculty members with relation to their allotted portfolio and report is sought at the end of the session.
- At the end of each session work done in various portfolios are discussed, the faculty members are asked for sharing their experiences, criticism and suggestions for further quality improvement.
- The management provides the resources, finance and the necessary guidance needed to accomplish the various tasks

#### **6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

- The institution has constituted an effective internal quality assurance system. The quality performance is reviewed from time to time through this system for continued sustainability.
- The perspective institutional plans of the college are ensured by making harmony between management, principal, HODs, students and member of various committees. A major role is played by the administrator and HR Manager who keeps an eye over all the activities going in the campus. Regular feedback from the students and appreciation of the members by

making “Star of the Month” are the crucial steps which proves that both teacher and student are equally important in process therein. To make the system in proper functioning following actions are done.

- Meeting of student advisory council (SAB)
- Meetings between teacher-in-charge and Heads of House of SAB
- Meetings between Principal, HOD’s and Teacher Incharges
- Final Meeting with Management

#### **6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

With the collective efforts of the principal and the faculty members, the barriers are identified and the strategies, to minimise the barriers are chalked out in staff meetings. All the activities are democratically distributed among the faculty members and action plan for each activity is prepared to execute the task effectively and efficiently. With the collaboration and the cooperation of the stakeholders, barriers are minimised to achieve the vision and mission of the institution.

#### **6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

The management encourages and supports the faculty members for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The management encourages the faculty members to attend seminars, refresher course, workshops, and conferences at state and national level to update them.
- The management encourages to take competitive exams like NET/SLET/PG Courses/Ph.D.
- The management appreciates and acknowledges the achievements of staff members in the official gathering of the institution.
- The management permits the faculty members to take up any work assigned by the University.
- The management provides necessary guidance and support for qualitative improvement in the institutional activities.

#### **6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

The success of any organization reflects the professional competencies and qualities of the head of the organization. The institution has risen to the heights under the able leadership and

guidance of the principal. All the curricular and co-curricular activities are planned and organized under the governance of the principal.

### **Curriculum :**

The head of the institution takes initiation in the proper implementation of the curriculum in the course effectively by adopting following strategies.

- The principal along with the faculty members prepares an annual plan of the curricular activities.
- As per the specialization of the faculty members course papers are allotted.
- Principal guides the faculty members about the extended curricular activities to be conducted in their course papers.
- Through periodic meetings principal monitors the curricular activities conducted by the faculty members.
- Academic freedom and guidance is provided by the principal to experiment with innovative practices in curriculum transaction.

## **6.2 Organizational Arrangements**

**6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

The institution has constituted various committees/cells to organize academic and other activities of the course. Faculty members are made in charge of different committees. In the beginning of the academic year all the committees are constituted by including the student representatives and meetings are conducted by each committee/cell separately to decide about the activities of the academic year. Under the guidance of principal and the faculty in charge, the committees/cells carry out the proposed activities by conducting meetings as and when required. The institution provides all necessary requirements to accomplish the proposed activities. The list of committees/cells is given below with the proposed activities for the academic year 2015-16.

<b>Committee</b>	<b>Proposed Activities</b>
Students' Grievance Redressal Cell	<ul style="list-style-type: none"><li>• Orienting the student teachers about Grievance Redressal Cell and the procedure to lodge the grievances.</li><li>• Collection/selection/recording of the grievances by the faculty incharge.</li></ul>

	<ul style="list-style-type: none"> <li>Solving the grievances of the student teachers</li> </ul>
Women Redressal Cell	<ul style="list-style-type: none"> <li>Celebration of International Women's Day.</li> <li>Organization of guest lectures on women and their legal rights, women empowerment and women related issues.</li> <li>Guidance and counselling is given to women student teachers as per the need.</li> <li>Panel discussion on women related issues.</li> </ul>
Guidance and Counselling Cell	<ul style="list-style-type: none"> <li>Organizing orientation programmes on mental health, stress management, personality development etc.</li> <li>Providing personal counselling to the needy student teachers.</li> <li>Organizing orientation cum workshop on self-awareness and motivation.</li> <li>Providing consultancy to the secondary school students on study habits, examination phobia, adolescence problems etc.,</li> <li>Organizing various activities to groom the personality of the student teachers</li> </ul>
Students Association	<ul style="list-style-type: none"> <li>Celebration of significant days like Women's Day, Teachers Day, Science Day, Independence Day etc.</li> <li>Organizing co-curricular and cultural activities.</li> <li>Conducting community living camp.</li> <li>Conducting field visits and educational tour.</li> <li>Organizing guest lectures.</li> <li>Conducting sport's day and environmental awareness programmes.</li> <li>Organizing extension activities by collaborating with NGOs.</li> <li>Organizing intra college competitions like quiz, debate, essay writing etc.</li> </ul>
Placement and Consultancy Cell	<ul style="list-style-type: none"> <li>Organizing campus recruitment and pre placement training programmes.</li> <li>Conducting aptitude test, presentation skills, mock interviews and group discussion so as to equip the student teachers to face campus interview.</li> <li>Providing guidance and counseling with respect to bio data preparation.</li> <li>Arranging the consultancy services as per the request</li> </ul>

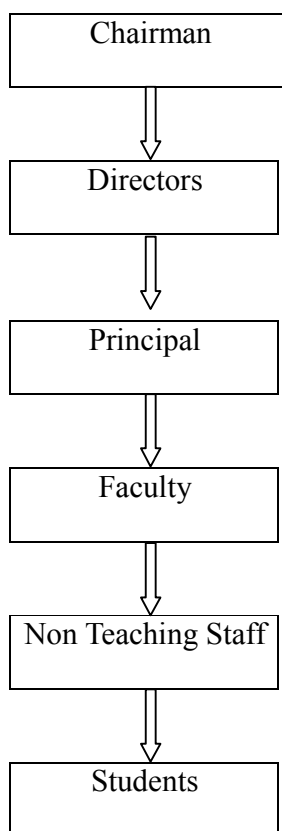
	from the secondary schools.
Magazine Committee	<ul style="list-style-type: none"> <li>• Conducting orientation programme on writing articles, collection of advertisements etc.</li> <li>• Distributing the roles and responsibilities in relation to literary collection, typing, advertisements, collecting the messages, printing etc.</li> <li>• Consolidation of all the activities conducted during the academic year including photo album.</li> </ul>
Cultural / Sports Committee	<ul style="list-style-type: none"> <li>• Organization of talent's day in the beginning of the academic year.</li> <li>• Celebrating various days of significance like Independence Day, Teachers' Day, Ethnic Day and Rajasthan Diwas.</li> <li>• Organization of cultural events on founder's day, community living camp, valedictory function etc.</li> <li>• Organizing sports day.</li> </ul>
Library Advisory Committee	<ul style="list-style-type: none"> <li>• Organizing induction program on the usage of the library to the student teachers.</li> <li>• Celebration of library Sapthaha.</li> <li>• Organizing visits to other libraries and getting enrolled for membership.</li> <li>• Displaying articles on current affairs in various disciplines.</li> <li>• Monitoring the infrastructural requirement of library.</li> <li>• Subscribing for periodicals and journals as per the list provided by the faculty members.</li> <li>• Supervising the day to day activities of the library.</li> <li>• Receiving feedback from suggestion box and implementing for the improvement of library.</li> </ul>

Alumni Association	<ul style="list-style-type: none"> <li>• Conducting an inter college essay writing competition for B.Ed. students of Rajasthan University.</li> <li>• Contributing articles to college magazine.</li> <li>• Inviting Alumni for giving demonstration classes for the student teachers.</li> <li>• Inviting Alumni as judges for extended curricular and co-curricular activities.</li> <li>• Conducting inauguration of B.Ed. course for the new academic year.</li> <li>• Receiving the information from alumni about the vacancies in the schools to the placement cell of the institution.</li> </ul>
Educational Excursion/Visits Committee	<ul style="list-style-type: none"> <li>• Organization of educational excursion.</li> <li>• Organizing visits to places of educational significance</li> </ul>
Extension /Community Committee	<ul style="list-style-type: none"> <li>• Organizing community living camp.</li> <li>• Establishing collaboration with NGOs like Rotract Club, Red Cross Society.</li> <li>• Organizing blood donation camp.</li> <li>• Organizing visits to orphanage, special schools and old age home.</li> <li>• Developing the sense of sharing through organizing various donation activities.</li> </ul>



**6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.**

**ORGANIZATIONAL HIERARCHY OF THE INSTITUTION**



**6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.**

The academic and the administrative activities of the institution are decentralized by assigning responsibilities through the constitution of different committees and clubs for the smooth functioning of the institutional activities

- The faculty members are made incharge of each committee. With the assistance of the student representatives and the other staff members, the responsibilities are carried out.
- The faculty in charge plans and executes the assigned activities and submits reports to the principal with the feedback received from the student teachers.

**6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

The main objective of the institution is to equip the student teachers with professional competencies and life skills needed for effective teaching. The institution provides enriched experiences related to community issues and technological changes.

- The institution collaborates with the nearby schools for conducting teaching practice.
- The secondary schools, near to the institution provide permission for the student teachers to conduct various activities like quiz, exhibition, inter school competitions etc., which develops the practical skills of planning, organizing and executing.
- The institution, affiliated to Rajasthan University has the cordial relationship with the University regarding admission approval, conduction of examination, submission of internal assessment, declaration of results etc. The University also assigns different responsibilities related to examination and preparation of curriculum to the faculty members.
- The institution provides exposure to community service through NGOs.
- The institution co-operates with the other B.Ed. colleges by deputing faculty members to attend seminars, workshops, conference conducted by them.
- Institution invites different organizations to conduct various academic and other activities for the benefit of the faculty members and the student teachers.
- The institution organises field visits to different organizations to provide hands on experiences to the student teachers.

**6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

The institution collects the feedback from the student teachers to find the positive and negative aspects of different programs organized by the institution. Feedback is collected in the feedback forms, developed by the institution. The feedback is collected from students, faculty members, head of the practice teaching schools and also through the informal interaction with the stakeholders and other collaborated organizations. The feedback is analyzed and discussed with the principal in the staff /IQAC meetings and the suggestions are sought to improve the academic and administrative activities. The principal and the management take the necessary actions to improve the quality of program using feedback.

**6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

- The democratic environment of our institution makes the faculty members to work in cooperation and coordination towards the quality education.
- Each portfolio is shared by the two or three faculty members so that the different ideas are shared to accomplish the work.
- The responsibilities are judiciously distributed among all the faculty members and

freedom is provided to implement innovative ideas in the accomplishment of the responsibility.

- Periodic staff meetings help the faculty members to share and exchange the ideas.
- Faculty improvement programs are conducted in the institution by providing interaction with experts in the field.
- Research cell of the institution conducts in-house seminar on current trends in education.
- The faculty members are encouraged to attend various workshops, seminars, orientation programmes for professional development.
- Faculty members are encouraged to upgrade their qualification like NET, SLET etc. required for professional development.
- Faculty members are encouraged to attend refresher and orientation programs conducted by the Academic Staff College of the UGC.

### **6.3 Strategy Development and Deployment.**

#### **6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

Yes, the institution has the Management Information System in storing the information related to the academic and administrative aspects.

- The student teachers profile is prepared by the office staff which consists of required information about the student teachers of that academic year.
- Library is automated.
- The record of different committees, allotment of students for different activities, time table, calendar of events, criteria for assessment, internal assessment etc. are maintained.
- Alumni database is also maintained in the soft copies.

#### **6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

The institution has employed proper human and financial resources to achieve its mission and objectives and set a ground to attain the vision of the organisation.

- The institution has appointed well qualified efficient faculty members.
- The responsibilities are allotted to faculty members based on the competencies and the interest.

- The management provides additional support to the faculty members by providing opportunities to meet the experts in the field to carry out their professional responsibilities efficiently.
- The institution encourages and motivates the staff members to implement the innovative ideas through action research to provide quality education.
- Provision is made in the budget for the purchase of instructional materials, library books and other requirements needed for the academic and administrative activities.

### **6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**

The human and financial resources are the most important assets of the institution. institutional mission, vision and the goal can be achieved by the proper management of human and the financial resources

- As per NCTE norms the institution has sufficient human resources. However the sister institutions provide the additional human resource whenever required.
- The additional financial requirement is fulfilled by the management.

### **6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning processed?**

- The calendar of events of the academic year is prepared before the commencement of the academic year in consideration with the University calendar of events as a reference.
- Semester wise plan of action for each subject is prepared by the concerned teachers for curriculum transaction, extended activities, and extra-curricular activities.
- The responsibilities to carry out the academic activities are judiciously allocated among the faculty members according to their competencies and interest.
- The distribution of the portfolio and the responsibilities of each faculty member are discussed and approved in the IQAC meetings.
- The faculty member in charge of practice in teaching approaches the headmaster's and the school teachers for the convenient dates of commencement of practice in teaching.
- School teachers are involved in allotment of subjects and classes to the student teachers for practice in teaching.
- School teachers are taken as external examiners for University practical examination.

### **6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

All the academic and administrative activities are planned to realise the vision, mission and the objectives of the institution. The objectives for each activity are designed and necessary steps are taken to accomplish these activities which help in the realisation of the institutional objectives.

#### **6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?**

Vision and mission statements are used to express objectives of the institution. The principal monitors and evaluates the activities, which reflect the vision and mission of the institution in the following ways:

- Periodic meetings are held in which the principal reviews the vision, mission and objectives of the institution reflected in the academic and administrative activities.
- Each activity is monitored and evaluated by the principal by adopting different strategies and techniques.
- Feedback mechanism is used to see the level of accomplishment of the activity and the same is revised / modified for further improvements, in turn helps in reaching towards the vision and mission.

#### **6.3.7 How does the institution plan and deploy the new technology?**

To provide ICT integrated teaching learning experiences to the student teachers the institution plans in the following ways:

- An annual plan is prepared for the integration of ICT in academic and administrative activities, accordingly a list of equipment required, is prepared and the same is communicated to the management, by the principal. As per the budget provision and the need, the management provides the required technological facilities to the institution.
- Faculty members use interactive boards, PPT and video lessons in the curriculum transaction.
- Training is given to the student teachers about the application of computers in the teaching learning process.
- Computer facility is provided to the student teachers as a learning resource.
- Office records are maintained in the form of soft copies.
- Library is automated.

### **6.4 Human Resource Management**

#### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

The institution is more concerned about the academic needs and progression of its faculty

members. The faculty members equip themselves with current trends and challenges in the field of education. The institution identifies the needs and encourages the faculty members towards their career progression in the following ways:

- The faculty members are encouraged to attend seminars, workshops, conferences to enrich their knowledge.
- The institution deputed the faculty members for orientation and refresher courses conducted by the Academic Staff College managed by the UGC.
- The faculty members are encouraged to present papers in the national, international and state level seminars and conferences.
- The institution encourages faculty members to pursue SET/ NET/ Ph.D. and improve their qualification.
- The faculty members are encouraged to use technology in classroom teaching.
- In-house seminars are conducted for the benefit of the faculty members.
- Academic discussions are conducted to share the experiences gained by faculty members during seminars, workshops and other professional enrichment programmes.
- Guest lectures are organized for faculty improvement.

**6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

The following mechanism is adopted to evaluate the performance of the faculty members -

- The faculty member's performance is appraised by the students, principal and also by themselves by using appropriate appraisal forms at the end of each semester.
- Information about the faculty members is collected by the principal informally through the interaction with the students and other staff members.
- The faculty members are also assessed by the principal considering their research related activities and other academic activities of the institution.
- The assessments are communicated by the principal personally to the faculty members and guidance is given for further improvement.

**6.4.3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

The institution adopts welfare measures to improve staff well-being, motivation towards the development of the institution and finally the satisfaction of each employee.

The welfare measures introduced by the institution are-

1. Provision of academic leave
2. Provision of medical leave

**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

The Institution has conducted many short term programmes for up-gradation of the skills and training of the non-teaching staff based on performance appraisal reports. For example, the computer Centre has arranged a number of programs to train the non-teaching staff in effective utilization of the software packages like DBMS packages, MS-Office, Origin, and Internet browsing and downloading relevant information.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc. )?**

The institution has qualified teaching and non-teaching staff as per the NCTE norms. Ours institution is self financed institution which follows its own recruitment policy.

**6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).**

The institution has sufficient staff as per the NCTE norms. All the faculty members are full time. The Institution have not any provision of part-time/Adhoc faculty.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

The institution encourages all the faculty members for their professional growth and development.

- The institution encourages the faculty members for higher studies like M.Phil. and Ph.D.
- To make the faculty members competent and be at par with technology, institution has

provided ICT centre. The faculty members are motivated to attend seminars, conferences and workshops held in the various organizations.

- The management provides study leaves to pursue higher education and also provides permission for on duty work.
- The institution has established a research cell to encourage the faculty members to undertake research based activities.

**6.7.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

1. To carry out their work effectively the institution provides airy and well ventilated staff room with well furnished sections.
2. Well facilitate toilet
3. Conveyance facilities
4. Monetary Fund in different activities
5. Stationary and computer
6. Scanning and printing facilities for the faculty members.
7. Library is automated and has procured of 8237 books, 15 journals, periodicals and archives with open access facility and it is equipped with 18 computers with internet, scanner and reprographic facility.
8. The laboratories are well equipped as per the requirements of the course.

**6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The institution has adopted various mechanisms to provide information and also seek suggestions/complaints from its stakeholders in the following ways:

- The stakeholders can get the information and also details of the course through institution website [www.biyanirlscollege.com](http://www.biyanirlscollege.com) and prospectus.
- The student teachers are provided with the institution calendar at the commencement of the academic year which gives the complete details of the academic, extra-curricular and extended activities of the course.
- Faculty members get the information through the staff meeting and the circulars of the institution.



- Suggestion box is available in the institution to seek suggestions from the stakeholders.
- A grievance box is placed to receive the complaints of the students and the same is resolved through the student redressal cell which is established in the institution.
- Principal conducts the induction programme at the commencement of the academic year for the student teachers to give complete information about the course.
- The democratic approach of the principal encourages the faculty members to share their grievances and suggestions towards the quality improvement.
- The management is approachable to the faculty members to share their problems and also suggestions.
- The institution has adopted feedback mechanism to receive the feedback from the students on its transaction.
- Students may communicate their suggestions through the student association
- The faculty members also share information about the institution and its activities among the stake holders in a formal or informal way.

**6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

The work load policies and practices of the institution are as follows -

- An academic annual plan is prepared before the commencement of the academic year and the activities to be carried out are listed under different portfolios.
- The principal distributes the responsibilities under different portfolios to the faculty members at the beginning of the academic year by considering the potentialities and interest of the staff members
- The principal takes the assistance of the faculty members for the administrative activities, whenever necessary.
- One faculty member is made incharge of practice teaching who coordinates with the department of education and the secondary schools to complete the practice in teaching programme.
- Faculty members are assigned to take up research based activities (action research) at least one in a year.

Faculty members are assigned to monitor each activity and record the assessment about the performance of the student teacher.

- One faculty member is made incharge of extension activities who collaborates the institution with the community agencies.
- Faculty members are made involved in providing consultancy services to the school and the community.

**6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

The institution recognises the achievement of the faculty members, honours and appreciates them on important function conducted by the management.

- Faculty members are rewarded by the chairman for their achievement such as qualifying in SET/NET.
- The achievements of the faculty members are displayed on the notice board to motivate the student teachers.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated**

No , The only source of income is student's fee and income generated from examination .

**6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.**

The institution does not take any donation as it is a private institution.

**6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes.

**6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

The budget is prepared every year by allocating funds to institutional expenditure as per the income. The management provides financial assistance for the organization of various programs of the institution in case of the deficit. The budget of the last 5 year is enclosed in the Annexure.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit**

**paras, objections raised and dropped).**

Yes. The Institution has a mechanism for internal and external audit. The internal audit is carried out by the Account section he Institution and the external audit is carried out by the private company name Prashant Agarwal & Associate.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

Yes, The institution has computerised its financial management by maintaining the following records in hard and soft copies, using Tally

- Salary and non-salary account.
- Scholarship account.
- The cash book and day book.

**6. 6 Best practices in Governance and Leadership**

**6.6.1 What are the significant best practices in Governance and Leadership carried out by institution?**

1. Democratic functioning of the system
2. Well defined duties and responsibilities.
3. Establishment of new courses to meet global demand.
4. Transparency in administration.
5. Decentralization of the leadership through committee system

## Criterion VII : Innovative Practices

### 7.1 Internal Quality Assurance System

**7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, the IQAC of the institution was established on 4<sup>th</sup> February 2013 to monitor all the academic and administrative activities to ensure quality education. It strives to bring quality in all the institutional activities by providing continuous support and guidance.

Composition of IQAC	
chairperson	Dr. Ekta pareek
coordinator	Dr. Shipra Gupta
Management nominee	Ms. Priyanka Biyani Dr. Neha Panday
Administrative staff	Mr. Nilesh Sharma Mr. Vijay Singh
External Experts	Prof. Mathurashwar Pareek Retd. Deen Education Department University of Rajasthan Dr. Dharmpal Singh Prof. Vandana Gosawmi Dean Bansthali Vidhyapeet
Community representative	Mrs. Heena loyal Tregarer Eco Balance Society
Alumni Representative	Ms. Arti Gupta Ms. Bharti Sharma
Student teacher representative	Ms. Sonu Shekhawat M.Ed. II Year Ms. Shivani M Ed. I Year Ms. Krishna Ms. Sana Khan

#### Activities of IQAC

- Preparation of the academic calendar of the institution.
- Preparation of academic work plan for each paper.
- Promoting different club activities.
- Implementation of feedback mechanism.
- Planning the best and innovative practices in teaching, learning and co curricular

programmes.

- Planning and organization of workshops, guest lectures, orientation and seminars for student teachers, faculty members, secondary school teachers and teacher educators.
- Organization of extension and community centred activities.
- Integration of Information Communication Technology in teaching and learning
- Promotion of research and consultancy.
- Providing placement service to student teachers.
- Providing guidance and counselling to student teachers
- Professional development programmes for teaching and non-teaching staff.
- Conducting add- on and value added programmes.

#### **7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

To achieve the goals and objectives of the institution the following mechanisms are deployed:

- All the curricular and co-curricular activities which are planned to achieve the objectives of the institution are evaluated through observation, discussion, projects, assignments, simulated teaching, practice teaching, test and examination.
- Informal interaction of faculty members with the student teachers.
- Collecting the feedback from stakeholders.
- Comparing the entry and terminal behaviour of the student teachers.
- Through the university results.
- Assessing professional and social competencies.

#### **7.1.3 How does the institution ensure the quality of its academic programmes?**

- The institution execute all its innovative and new academic projects only after conducting research and also encourages the teachers to take up project work and research activities.
- Preparing the calendar of events for curriculum transaction.
- Organising academic and extra-curricular activities.
- Integration of ICT and innovative practices in curriculum transaction.
- Conducting orientations, guest lectures, in-house seminars and workshops for trainees.

- Through feedback mechanism.
- Providing timely feedback and guidance by mentor teachers in order to improve the scholastic and co scholastic performance of the student teachers.
- Stressing quality improvement, especially with a focus on the university results.
- Appraisal of faculty members by student teachers and principal.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

##### **Administration**

- Administrative activities are decentralised through well-defined roles and responsibilities of teaching and non-teaching staff
- Minimum of two Governing Council meetings is conducted every year to ensure the quality of administration in the institution
- Democratic environment of the institution encourages the stakeholders to provide suggestions with respect to quality improvement.
- Addressing the grievances of the stakeholders.

##### **Financial :**

- Systematic budget allocation.
- Proper documentation of financial transactions.
- Regular audits of the accounts.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution.**

- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by the institution which in turn helps in sensitizing the trainees and the staff towards the related changes and issues on inclusive education.
- The Institution has established a Women Redressal Cell; it looks after the issues related to student teachers.
- Remedial teaching is provided for identified low achieve

## **7.2 Inclusive Practices**

### **7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.**

- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by the institution which in turn helps in sensitizing the trainees and the staff towards the related changes and issues on inclusive education.
- The Institution has established a Women Redressal Cell; it looks after the issues related to student teachers.
- Remedial teaching is provided for identified low achievers.

### **7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

- As B.Ed. curriculum reflects the topics on gender issues and exceptionalities, regular classes focus on the issues related to these topics.
- Without any discrimination, all the student teachers are provided equal opportunities to participate in all the curricular and co-curricular activities.
- Institution celebrates International Women's Day, Differently Abled Day and organizes various related programmes to create awareness among the student teachers about inclusion.
- Institution has established Women Redressal Cell and Guidance and Counselling Cell to provide proper guidance to student teachers related to their academic, personal and social issues.

### **7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

The institution organises various activities and provides learning experiences to foster positive social interaction by making the student teachers active in the following activities.

#### **Positive Social Interaction**

- Teaching skills' practice
- Paper presentation on seminar topics

- Demonstrations
- Workshops
- Extension activities
- Classroom interaction
- Practice in teaching
- Panel discussion
- Educational Excursion
- Community Living Camp
- Different inter and intra college competitions.
- Celebration of various national and cultural days/festivals.

**Active engagement in learning and self-motivation:**

- General orientation and subject wise orientation about various programmes of the academic year.
- Using library resources and internet facilities.
- Life skill development programme.
- Personality development programmes.
- Annual Day and sport's meet.
- Guest lectures on motivation.

**7.2.4 How does the institution ensure that student teachers develop proficiency for working with studentren from diverse backgrounds and exceptionalities?**

- Institution ensures the participation of the student teachers in various community centred programs like visits to special education schools, slums, orphanage and NGOs.
- The student teachers are provided with opportunities to take up community services during community camp . The interaction with the people of the community helps them to know their practical problems related to various issues which in turn sensitizes the student teachers towards the community.
- Institution provides the opportunities to student teachers to celebrate national and cultural days which enable them to know the diversified nature of the society and its people.



- Practice teaching in various schools enables the student teachers to understand various types of learners from various backgrounds.

#### **7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

So far no such student has sought admission in the institution. In future if such students are admitted, provisions will be provided to facilitate them.

#### **7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

- The institution has started with mission of women empowerment. And to achieve this goal we conduct Kalpana Chawla Memorial Award and Celebrate Women's Day.
- As such the institution did not face any harassment issues so far, some minor issues are resolved through guidance given by the faculty members.
- Social issues related to women in the society are discussed in the classroom. It helps the student teachers to understand gender equality.

### **7.3 Stakeholder Relationships**

#### **7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The institution ensures the access through following media:

- College website.
- College prospectus.
- College Magazine.
- Newsletter.
- Alumni Association meetings.
- Financial records.
- Administrative records.
- Parents meetings
- Display of circular and other information on the notice board.

#### **7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

- The quality parameters have been identified by the institution. By keeping these parameters and the feedback from the stakeholders, the curricular and co-curricular activities are planned, discussed and finalised in IQAC meetings.
- IQAC discusses the success and failure of the various programs. It also suggests modifications for implementing it in the regular academic/administrative processes.
- The institution seeks the suggestions from the stakeholders in formal and informal meetings which are implemented for further improvements in quality.
- Discussion and the guidance from the experts, is sought to improve the quality parameters of institutional activities.

### **7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The institution collects the feedback from the student teachers in the following ways:

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on B.Ed. course
- Feedback on each activity

Feedback from the heads of practice teaching school.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in IQAC meetings and suggestions are communicated to the concerned person. The feedback given is used for further quality enrichment.

## **7.4 Additional Information**

### **7.4.1. How is the core values of NAAC reflected in the various functions of the institution?**

The curriculum of B.Ed. course reflects all the five core values identified by NAAC.

#### **A. Contribution to the national development**

- The vision of our institution - “**Excellence in competency and value based teacher education**” integrates the value of preparing enriched future teachers to contribute towards national development.
- Equal opportunities are provided to all the student teachers without any discrimination like caste, race and language.
- Institution celebrates all the days of national and cultural significance so as to develop the

feeling of nationalism, secularism and pride towards the nation among the student teachers. They are the preserver of culture and heritage and transfer the same to the young generation of the future.

- To integrate the secular values like justice, equality and brotherhood in B.Ed. program, institution provides an opportunity to all the student teachers to involve in service to the society by understanding the community.
- The student teachers are equipped with soft skills, social skills and effective skills of teaching through various academic and co-curricular activities. These skills are the indicator of human resource enrichment, contributing towards the national development.

#### **B. Fostering global competencies among the student teachers:**

- With a concern towards globalization student teachers are equipped with various skills needed for sustainable teaching profession.
- The institution integrates ICT in curriculum transaction. In addition, it also provides training in application of computers and PowerPoint presentations in turn students use these skills in teaching learning process and also for the instructional purpose during the teaching practice.
- Teaching skills, practice in teaching project work, team work, community services, and extension activities help to sensitize the student teachers towards social realities, issues and challenges to cope up with uncertain circumstance in teaching. Through these activities they are introduced to the exceptionalities, diverse culture, socio-economic, gender, linguistic and regional disparities in a school environment which enables them to broaden their view points towards flexible teaching in challenging global society.

#### **C. Inculcation of value system :**

The mission, vision and objectives of the institution are reflected in these core values.

- The personal and social values such as team spirit, mutual reverence, dignity of labour, discipline, national integration, courage, peace, leadership, tolerance, self-motivation are infused among the student teachers through various programmes like projects, seminar, practical activities, community services, extension activities, excursion, community living camp, morning assembly and various cultural programmes.

#### **D. Promoting the use of technology**

- By keeping the need of the hour and in order to produce effective teachers for

21<sup>st</sup> century, training in computer application in teaching learning process is conducted for promoting technology.

- Institute integrates the technology in teaching learning process. Seminar and workshops on innovative programmes using technology are periodically conducted. Student teachers and faculty members are provided with the computer and internet facility.
- The institution is equipped with technological resources which provide knowledge of technology and its usage.
- The institution seeks the help of sister institution, Biyani Girls College to get the additional training and assistance in technology as per the requirement of student teachers and faculty members

#### **E. Quest for Excellence:**

Institute has established IQAC to promote, maintain and sustain quality parameters in academic activities. It takes care of institutional quality aspects like curriculum transaction, infrastructural facilities, curricular and co-curricular activities, students support and placement services. Faculty enrichment and research promotion are the major concerns of IQAC. The good results of the institution are indicator of the academic excellence.

The institution is making constant efforts every academic year to achieve the vision and the mission through academic excellence.

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## Biyani Girls B.Ed. College

Accredited 'B+' Grade by NAAC  
Approved by NCTE & Affiliated to the University of Rajasthan  
R-4, Sector-3, Vidhyadhar Nagar, JAIPUR - 302 039  
Phone : 0141-2338591-95, 2336226 • Fax : 0141-2338007



Mission : Women Empowerment  
Vision : Technical Education

Ref. : BGBC/2016-17/1463

Date : 08-02-2017

### Certificate of Compliance

This is to certify that **Biyani Girls B.Ed. College** fulfils all norms

1. Stipulated by the affiliating University.
2. Regulatory Council/Body (NCTE)
3. The affiliation and recognition is valid as on date.

In case the affiliation/recognition is conditional then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 08-02-2017

Place: Jaipur

  
Dr. Ekta Pareek

Principal  
Principal  
Biyani Girls B.Ed. College  
Jaipur

E-mail : [acad@biyanicolleges.org](mailto:acad@biyanicolleges.org) • Website : [www.biyangirlscollege.com](http://www.biyangirlscollege.com)



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Mission : Women Empowerment  
Vision : Technical Education

Ref. : BGBC/2016-17/1462

Date : 08-02-2017

### Declaration by the Head of the Institution

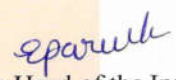
I certify that the data included in this Self – Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Date: 08-02-2017

Place: Jaipur

  
Signature of the Head of the Institution

with Seal  
**Principal**  
Biyani Girls B.Ed. College  
Jaipur

E-mail : [acad@biyanicolleges.org](mailto:acad@biyanicolleges.org) • Website : [www.biyangirlscollege.com](http://www.biyangirlscollege.com)

# Appendices



F.No./NRC/NCTE/F-7/RJ-899/2015 /103/90

Date:

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4 **3 MAY 2015**

**ORDER**

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the institution i.e. **Biyani Girls College, R-4, Sector -3, Vidhyadhar Nagar, Opp. - M.G.P.S. Jaipur, Rajasthan** has been recognized for M.Ed. by NRC vide order No. F.NRC/NCTE/F-7/RJ-899/2008/38603-609 dt 08.02.2008 for an intake of 50.

3. AND WHEREAS, the institution **Biyani Girls College, R-4, Sector -3, Vidhyadhar Nagar, Opp. - M.G.P.S. Jaipur, Rajasthan** has by affidavit consented to come under New Regulations and sought for one basic units in M.Ed., which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution one basic units of 50 students each subject to fulfillment of the following conditions namely.

- (i) The institution shall create additional facilities which include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adherence to staff norms as per Regulations, 2014 and inform the Regional Committees with required documents by October 31, 2015.
- (ii) The applicant Institution, for additional unit will be required to submit the required documents, such as land documents, Non-Encumbrance Certificate (NEC), Land Use Certificate (CLU) and the Building Plan (BP) in the format available on the website, to the Regional Committee in proof of having provided additional facilities, before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents, if available, otherwise it may be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order **Biyani Girls College, R-4, Sector -3, Vidhyadhar Nagar, Opp. - M.G.P.S. Jaipur, Rajasthan** for conducting M.Ed. programme of two years duration with an annual intake of 50 for one basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015.

पंक्ति : चौथी मंजिल, जीवन निधि-II, LIC भवन, आम्बरकर चक्रे  
श्री सिंह मार्ग, जयपुर-302 005 (राजस्थान)  
फ़ोन : 0141-2744286, 2744635, 2744173  
फैक्स : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle  
Bhawani Singh Marg, Jaipur-302 005 (Rajasthan)  
Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, N.P., Rajasthan  
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org



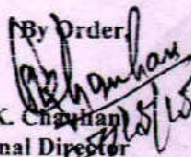
6. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,  
  
(Dr. S.K. Chaudhary)  
Regional Director

The Manager to Govt. of India,  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi – 110 054

**Copy to:-**

1. The Principal, Biyani Girls College, R-4, Sector -3, Vidhyadhar Nagar, Opp. – M.G.P.S. Jaipur, Rajasthan.
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.
3. The Registrar, University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
4. The Secretary, Ministry of Human Resource Development, Deptt of School Education & Literacy, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file

F. No./NRC/NCTE/RJ-1432/2015

99723

15 May 2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the institution i.e. **Biyani Girls B.Ed. College, R-4, Sector -3, Vidhyadhar Nagar, Jaipur-302023, Rajasthan** has been recognized for B.Ed. by NRC vide order No. F.NRC/NCTE/RJ-1432/2008/62636-642 dt 17.09.2008 for an intake of 300.

3. AND WHEREAS, the institution **Biyani Girls B.Ed. College, R-4, Sector -3, Vidhyadhar Nagar, Jaipur-302023, Rajasthan** has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution two basic units of 50 students each subject to fulfillment of the following conditions namely:

- (i) The institution shall create additional facilities which include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adherence to staff norms as per Regulations, 2014 and inform the Regional Committees with required documents by October 31, 2015.
- (ii) The applicant Institution, for additional unit will be required to submit the required documents, such as land documents, Non-Encumbrance Certificate (NEC), Land Use Certificate (CLU) and the Building Plan (BP) in the format available on the website, to the Regional Committee in proof of having provided additional facilities, before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents, if available, otherwise it may be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to **Biyani Girls B.Ed. College, R-4, Sector -3, Vidhyadhar Nagar, Jaipur-302023, Rajasthan** for conducting B.Ed. programme of two years duration with an annual intake of 100 for six basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015.

बोधो मजिल, लीवर् किरी-1, एलआईसी बिल्डिंग, अम्बेडकर सर्किल  
मार्ग जयपुर-302 005 (राजस्थान)  
र प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, कर्नाटक, तमिलनाडु, केरल, आंध्र प्रदेश, गुजरात  
1141 2744288, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle,  
Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)  
Jusledition : U.P., Uttaranchal, Delhi, Haryana, Punjab, Himachal P.P., Rajasthan  
E-mail : nrc@ncte-india.org Website : www.ncte-india.org



6. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it is so desired.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(i) of the NCTE Act.

By Order,

(Dr.S.K. Chaudhary)  
Regional Director

The Manager to Govt. of India,  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi-110 054

Copy to:-

1. The Principal, **Biyani Girls B.Ed. College, R-4, Sector -3, Vidhyadhar Nagar, Jaipur-302023, Rajasthan.**
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.
3. The Registrar, University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
4. The Secretary, Ministry of Human Resource Development, Deptt. of School Education & Literacy, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I. Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file



## UNIVERSITY OF RAJASTHAN, JAIPUR

### Office Order

**No. Acad. II/2015/2382**

**Dated: 13-0-2015**

On the basis of the recommendations of the Board of Inspection dated 05.08.2015 made vide resolution No. 11 duly approved by the Vice- chancellor, extension of **provisional affiliation has been granted** to the following College in the course(s) & annual intake mentioned against each for the **session 2015-16**, subject to adherence of the conditions laid down by the Inspection Team(s), if any to be fulfilled by 31<sup>st</sup> October, 2015 and also, a sudden inspection should be done of such Colleges.

S.No.	Name of College	Course(s), Seats & Condition(s)
1.	A.N. B.Ed College, Radha Swami Bagh, Jetpura, Chomu, Jaipur.	B.Ed – 2 Units (50 each)  Principal & Teaching Staff be appointed as per NCTE Norms upto 31.10.2015 (at S.No. 1 & 2 is not eligible as per NCTE Norms).
2.	Aatma Ram T.T. College, Near Railway Station, Bassi, Jaipur.	B.Ed – 2 Units (50 each)  1. Photocopy of Attendance Register required. 2. Affidavit given that they will appoint a physical Education & Fine Arts teacher by 31.10.2015. 3. Mr. Punit's original marksheet in hindi is needed.
3.	Acharaya Chanakya Shiksha Pratisthan, Patredi Mor, Raghunathpura, Kotputli, Jaipur.	B.Ed – 4 Units (50 each)  College has one Principal, 14 teaching staff excluding the teachers required by NCTE Norms. For deficiency an affidavit is given. There are as four Units.
4.	Adarsh B.Ed College, Vill-Aandhi, Jamwaramgarh, Jaipur.	B.Ed – 2 Units (50 each)
5.	Adarsh Bal Shala Mahila Shikshak Prashikshan Kendra, Murlipura Scheme, Jaipur.	B.Ed – 2 Units (50 each)  In Register, Cheque no. should be mentioned.
6.	Agarwal Shikshak Prashikshan Mahavidyalaya, Agarsen Katla, Agar Road, Jaipur.	B.Ed – 2 Units (50 each)  Faculty and other Documents etc as per NCTE Norms and regulation will be completed by 31 <sup>st</sup> Oct.2015
7.	Ahinsa T.T. Colleg, VPO-Bhanpur kalan, Jamwaramgarh, Jaipur.	B.Ed – 2 Units (50 each)
8.	Akashdeep T.T. Girls Degree College, Sector 11, Agarwal Farm, Mansarovar, Jaipur.	B.Ed – 2 Units (50 each) M.Ed – 35  Faculty should be appointed as per NCTE norms till 31.10.2015.
9.	Alankar Mahila B.Ed College, Bishnawala, Vaishali Nagar, Kataria Agriculture Farm, Sirsi Road, Jaipur.	B.Ed – 4 Units (50 each)  There are 14 teachers and 01 PTI. 01 Fine Arts for four units of 200 students for deficiency in staff Affidavit provided.
10.	Anuradha Mahila Shikshak Prashikshan Mahavidyalaya, Naiwala, Sanganeer, Jaipur	B.Ed – 4 Units (50 each)  Selection of the Principal not yet satisfactory.

11.	Arya Shikshak Prashikshan Mahila Mahavidyalaya, Shakti Vihar, Kotputli, Jaipur.	B.Ed – 2 Units (50 each) FDR needs to be renewed since given till 25.07.2015
12.	Astha College of Education, Kanwarpora, Kotputli, Jaipur.	B.Ed – 2 Units (50 each)
13.	B.D. Memorial kalyan Sansthan, D-1, K-5, Krishna Colony, Jharkhand Road, Jaipur.	B.Ed – 2 Units (50 each)
14.	B.R. Memorial T.T. College, Vill- Durjaniyawas, Via-Kalwar, Jhotwara, Jaipur.	B.Ed – 2 Units (50 each) Principal & Staff should be selected according to NCTE Norms till 31 <sup>st</sup> Oct, 2015.
15.	Baba Narayan Das T.T. College, Jaipur Road, Virat Nagar, Jaipur.	B.Ed – 2 Units (50 each) 1. Physical Education teacher & a teacher of Fine Arts needs to be appointed. 2. Books related to Pedagogy need to be added in the library. 3. Fixed Deposit of 5.00 Lakh is maturing on 28.08.2015. It need to be renewed. 4. The selection of Principal and faculty members need to be done through Statutory Committee.
16.	Bagru Shikshak Prashikshan Mahavidyalaya, Suraj Nagar, Badi Kheda Road, Bagru, Jaipur.	B.Ed – 2 Units (50 each)
17.	Bharti Vidyapeeth T.T. College, Gopalpura, Phgai, Jaipur.	B.Ed – 2 Units (50 each) Mamta Chouhan's Documents are in name of Mamta Rajawat. Change of Name Affidavit is required.
18.	Biff & Bright T.T. College, 18- Ved Vatika, New Sanganer, Jaipur.	B.Ed – 2 Units (50 each) Teaching staff should be select as per NCTE Norms till 31.10.2015.
19.	Biyani Girls B.Ed College, R-4, Sec-3, Vidyadhar Nagar, Jaipur	B.Ed – 6 Units (50 each) M.Ed- 35 Aadhar Card of three faculty members may be submit within three months.
20.	Bright Future T.T. College, D-Block, Gautam Marg, Nirman Nagar, Ajmer Road, Jaipur.	B.Ed – 2 Units (50 each)
21.	Bright Moon T.T. College, Shyam Vihar Colony, Khadibagh Road, Chomu, Jaipur	B.Ed – 4 Units (50 each)
22.	Cambridge Court College of Education, SP-7, E.P.I.P., Sitapura, Jaipur.	B.Ed – 4 Units (50 each)
23.	Chhatrapati Shivaji B.Ed College, Dehra Kanpura, Via-Samod, Chomu, Jaipur.	B.Ed – 2 Units (50 each)
24.	Choudhary T.T. College, NH-8, Sangteda, Teh- Kotputli, Jaipur.	B.Ed – 2 Units (50 each) Principal & Staff condition of Previous year is not fulfilled therefore this year principal & staff be selected by duly constituted committee.
25.	D.C.S. Mahila T.T. College, Varun Path, Near Police Statio, Mansarovar, Jaipur.	B.Ed – 2 Units (50 each)
26.	Deep International College for Education, Sector-3, Shipra Path, Mansarovar, Jaipur.	B.Ed – 2 Units (50 each)
27.	Deepshikha T.T. College, ISI-17, Institutional Area, Sitapura, Tonk Road, Jaipur.	B.Ed – 2 Units (50 each) Principal & Satff be approved as per NCTE Norms upto 31.10.2015. Principal and Lecturer at s.no. 2,4 are not eligible as per NCTE Norms.

135.	Taj Memorial T.T. College, Vill-Jagdishpura, Post-Sharund, Kotputli, Jaipur.	B.Ed – 2 Units (50 each) Faculty should made as per University/NCTE Norms.
136.	Tilak T.T. College, Triveni Nagar, Gopalpura Bypass, Jaipur.	B.Ed – 4 Units (50 each) M.Ed- 35
137.	Triveni T.T. College, Gandhi Chowk, Manhorpur, Jaipur.	B.Ed – 2 Units (50 each) 1. Principal Shikha Asthana has below 55%, but she is working since last two years. 2. Salary must be paid by cheque only.
138.	Uma Shikshan Prashikshan Mahavidyalaya, NH-11, Nagal Bairsi Road, Dausa.	B.Ed – 2 Units (50 each) Faculty should be as per University/NCTE Norms.
139.	Universe T.T. College, Mile Stone, Hindaun Road, Mahuwa, Dausa.	B.Ed – 2 Units (50 each)
140.	Vasundhara Mahila Shikshan Prashikshan Mahavidyalaya, NH-8, Achrol, Jaipur.	B.Ed – 2 Units (50 each) M.Ed-35 Seats 1. Faculty may be appointed as per University/NCTE Norms. 2. NAAC Accreditation for M.Ed is under process. It should be completed at earliest.
141.	Vidhyagram Shikshak Prashikshan Mahavidyalaya, Opp. Radha Swami Bagh, Chomu, Jaipur.	B.Ed – 2 Units (50 each) Aadhar Card of one faculty and PAN Card of One Faculty required.
142.	Vidhyasthali Mahila Shikshan Prashikshan Mahavidyalaya, Prithvi raj Nagar, Maharani Farm, Durgapura, Jaipur.	B.Ed – 4 Units (50 each) 1. Serial No. 3,5,9 & 12 (Malti Jaimini, Rashmi Sharma, Neena Sharma, Anita Pareek) are Ph.D. Holders. Their Marksheets are below 55 % but they are working from before 2014. 2. Staff should be appointed as per NCTE Norms before Oct, 2015.
143.	Vikramaditya Mahila Shikshan Prashikshan Mahavidyalaya, Vyas Mohalla, Dausa.	B.Ed – 2 Units (50 each) 1. Two faculty members are not eligible as per NCTE Norms but they are working from 2010/2011. 2. Proper selection of Principal and staff should be made upto Oct. 2015
144.	Vinayak B.Ed College, Kacholiya Road, Chomu, Jaipur.	B.Ed – 2 Units (50 each) Selection of Staff & Principal is required.
145.	Vivek T.T. College, Kalwar, Jaipur.	B.Ed – 2 Units (50 each) Payment of Salaries of Non-teaching must be paid by Cheque or bank transfer.

  
Registrar

Dated: 13.8.2015

No. Acad. II/2015/ 2383-2535

Copy forwarded for information and necessary action to:-

1. The Controller of Exams, UOR, Jaipur.
2. S.O. Enrolment, UOR, Jaipur.
3. S.O. Exam. IV-A, IV-B (Sci. & Comm.), V-A & V-B, UOR, Jaipur.
4. The Director, Infonet Centre, UOR, Jaipur.
5. The Principal of the concerned Colleges.

  
DR (Academic-II)



आयुक्तालय, कॉलेज शिक्षा, राजस्थान, जयपुर  
क्रमांक: एफ24(NOC-16-17)बीएड/आकाशि/16/219 दिनांक: 30.6.2016

**:आदेश:**

निर्देशानुसार राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा एम.एड./शिक्षा आचार्य पाठ्यक्रम संचालन हेतु मान्यता प्राप्त एवं राज्य सरकार द्वारा अनापत्ति प्रमाण पत्र प्राप्त शिक्षण-प्रशिक्षण महाविद्यालयों हेतु सत्र 2015-16 में राष्ट्रीय अध्यापक शिक्षा परिषद के रेगुलेशन 2014 के अन्तर्गत जारी संशोधित मान्यता पत्र में उद्धृत युनिट की सख्या के अनुसार निर्धारित सीटों के अनुसरण में सत्र 2016-17 के लिए संलग्न सूची अनुसार शिक्षण-प्रशिक्षण महाविद्यालयों को केन्द्रीयकृत प्रवेश व्यवस्था के माध्यम से छात्रों को प्रवेश देने हेतु निम्न शर्तांशों के अन्तर्गत अनापत्ति प्रमाण पत्र एतद द्वारा जारी किया जाता है।

1. समस्त प्रदेश केन्द्रीयकृत प्रवेश व्यवस्था के अन्तर्गत राजस्थान विश्वविद्यालय, जयपुर के माध्यम से पी.एम.ई.टी. परीक्षा में सम्मिलित छात्रों में से मेरिट के आधार पर प्रवेश दिये जायेंगे।
2. समस्त प्रदेश केन्द्रीयकृत प्रवेश व्यवस्था के अन्तर्गत जगद्गुरु रामानन्दाचार्य राज. संस्कृत विश्वविद्यालय, जयपुर के माध्यम से शिक्षा आचार्य कोर्स में सम्मिलित छात्रों में से मेरिट के आधार पर प्रवेश दिये जायेंगे।
3. समस्त प्रदेश केन्द्रीयकृत प्रवेश व्यवस्था के अन्तर्गत राजस्थान विश्वविद्यालय, जयपुर के माध्यम से प्रवेश प्रक्रिया विभाग द्वारा निर्धारित प्रक्रिया नियमों के अनुरूप होगी महाविद्यालय राज्य सरकार द्वारा निर्धारित शिक्षण शुल्क के अतिरिक्त किसी भी प्रकार की कोई राशि छात्रों से नहीं ले जावेगी।
4. यदि इस सम्बन्ध में किसी प्रकार की शिकायत प्राप्त होती है, तो संबंधित महाविद्यालय की मान्यता को तुरन्त प्रभाव से समाप्त कर दिया जावेगा।
5. महाविद्यालय को एनसीटीई एवं राज्य सरकार द्वारा निर्धारित सभी मापदण्डों की पूर्ति करना आवश्यक होगा।
6. महाविद्यालयों द्वारा उपयुक्त योग्यताधारी शिक्षकों की उपलब्धता की सुनिश्चितता की जावेगी।

आयुक्त

कॉलेज शिक्षा, राजस्थान, जयपुर

प्रतिलिपि सूचनार्थ प्रेषित है:-

1. विशिष्ट सचिव माननीय उच्च शिक्षा मंत्री, राजस्थान सरकार, जयपुर।
2. निजी सचिव अतिरिक्त मुख्य सचिव, उच्च शिक्षा (ग्रुप-4) विभाग, राजस्थान, जयपुर।
3. निजी सचिव, आयुक्त, कॉलेज शिक्षा, राजस्थान, जयपुर।
4. निजी सचिव, उपायुक्त, कॉलेज शिक्षा, राजस्थान, जयपुर।
5. संयुक्त सचिव, उच्च शिक्षा (ग्रुप-4) विभाग, राजस्थान, जयपुर।
6. समन्वयक पी.एम.ई.टी. राजस्थान विश्वविद्यालय, विश्वविद्यालय।
7. समन्वयक शिक्षा आचार्य जगद्गुरु रामानन्दाचार्य राज. संस्कृत विश्वविद्यालय, जयपुर।
8. समन्वयक बी.पी.एड./एम.पी.एड. राजस्थान विश्वविद्यालय, जयपुर।
9. रजिस्ट्रार, समस्त विश्वविद्यालय को भेजकर लेख है कि सरथाओं का सम्बद्धता पत्र शीघ्र ही जारी कराने का श्रम करे।
10. क्षेत्रीय निदेशक, एन.सी.टी.ई. जीवन बीमा भवन, अम्बडकर सर्किल, भवानी सिंह मार्ग, जयपुर।
11. परियोजना अधिकारी, राज्य सूचना (एनआईसी) शासन सचिवालय, जयपुर।
12. निदेशक, माध्यमिक शिक्षा, बीकानेर।
13. वेबसाइट प्रभारी, कॉलेज शिक्षा, राजस्थान, जयपुर को प्रेषित है कि विभाग की वेबसाइट पर अपलोड करावे।



विनय शर्मा  
संयुक्त निदेशक (निजी संस्था)  
कॉलेज शिक्षा, राजस्थान, जयपुर

राज्य में संचालित एम.एड. महाविद्यालयों की सूची सत्र 2016-17 के लिए नवीनीकरण/अनापत्ति प्रमाण पत्र जारी किए जाने की सूची

क्रम संख्या	संस्था का नाम
	<b>राजकीय</b>
1	राजकीय उच्च अध्ययन शिक्षा संस्थान, बीकानेर
2	राजकीय उच्च अध्ययन शिक्षा संस्थान, अजमेर
-	राजकीय शिक्षा महाविद्यालय, अजमेर
	<b>गैर राजकीय</b>
4	गुरुशि दयानन्द सरस्वती विश्वविद्यालय, अजमेर
5	सेन्टल अकादमी टी.टी. कालेज, प्रगति नगर कोटला, अजमेर
6	महात्मा गांधी शिक्षक प्रशिक्षण महाविद्यालय, सेवर, सुग्रीव कालोनी मरतपुर
7	गांधी विद्या मंदिर शिक्षक प्रशिक्षण (सीटीई) सरदारशहर बूरा
8	ग्रामोत्थान विद्यापीठ शिक्षक प्रशिक्षण महाविद्यालय, संगरिया हनुमानगढ़
9	श्री गगानगर शिक्षक प्रशिक्षण महाविद्यालय टाटिया हावर एज्युकेशन कैम्प हनुमानगढ़
10	शाह गोवर्धन लाल काबरा शिक्षक प्रशिक्षण महाविद्यालय (सीटीई) जोधपुर
11	शाह गोवर्धन लाल काबरा शिक्षक प्रशिक्षण महाविद्यालय (सीटीई) जोधपुर
12	लक्ष्मी इन्स्टीट्यूट आफ प्रोफेशनल स्टडीज, प्रताप नगर ईएसआई हस्पिटल रोड, स - ए कमला नेहरू नगर जोधपुर
13	रामा देवी महिला शिक्षक प्रशिक्षण महाविद्यालय, हरनाथपुरा झुझु
14	शेखवाटी एम एड कालेज, या.पो. डूडलोद, झुझु
	श्री अग्रसेन शिक्षक प्रशिक्षण महाविद्यालय, केशव विद्यापीठ, जामडोली, जयपुर
16	एस एस जी पारीक शिक्षक प्रशिक्षण महाविद्यालय, जयपुर
17	राजस्थान संस्कृत विश्वविद्यालय, जयपुर
18	वसुन्धरा शिक्षक प्रशिक्षण महाविद्यालय, अचरोल, जयपुर
19	डिपार्टमेंट आफ एज्युकेशन, राजस्थान विश्वविद्यालय, जयपुर
20	श्री बालाजी टीचर ट्रेनिंग कालेज बैनाड रोड, माचेडा, जयपुर
21	एस एस जैन सुबोध महिला शिक्षक प्रशिक्षण महाविद्यालय, बुद्धसिंहपुरा एयरपोर्ट रोड, सांगानेर, जयपुर
22	तिलक शिक्षक प्रशिक्षण महाविद्यालय, गोपालपुरा, जयपुर
23	श्री अग्रसेन शिक्षक प्रशिक्षण महाविद्यालय, केशव विद्यापीठ, जामडोली, जयपुर
24	सजय शिक्षक प्रशिक्षण महाविद्यालय, लालकोटी जयपुर
25	आई सी जी इन्स्टीट्यूट आफ एज्युकेशन, डबलपनेनट, आई सी जी गुरुकुल मार्ग एस पी एस मानसरोवर, जयपुर
26	आकाशदीप महिला शिक्षक प्रशिक्षण महाविद्यालय मानसरोवर, जयपुर
27	कै.एम.डी. मेमोरियल कालेज आफ एज्युकेशन, ग्राम तेजावाला, प. कपूरावाला, सांगानेर जयपुर (महिला)
28	विद्यानी गर्ल्स कालेज, आर-4, सेक्टर-3, विद्याधरनगर, एमजीपीएस के पास, जयपुर
29	श्री जवाहरलाल नेहरू टी टी कालेज, सकतपुरा, कोटा
30	सौरभ कालेज आफ टीचर ट्रेनिंग, ग्राम खेडा हिंडोल, करौली
31	जैन विश्वभारती संस्थान (डीम्ड यूनिवर्सिटी) लाडनू नागौर (महिला)
32	महिला टी टी इन्स्टीट्यूट खादूरयामजी रोड, रीगस सीकर
33	टैंगर शिक्षक प्रशिक्षण महाविद्यालय, रीगस, सीकर
34	ए.एन.बी.एड. कालेज रामूका बास, गोकुलपुरा, एन एच-11, सीकर
35	भनवती शिक्षक प्रशिक्षण महाविद्यालय, गंगापुरसिटी, सवाईमाधोपुर
36	भारती शिक्षक प्रशिक्षण संस्थान, चक-2, एम.एल.नाथावाला, हनुमानगढ़ रोड, श्रीगंगानगर
37	वनस्थली विद्यास्थली, टोंक
38	विद्यामवन शिक्षक प्रशिक्षण महाविद्यालय, उदयपुर
39	लोक मान्य तिलक शिक्षक प्रशिक्षण महाविद्यालय, डबोक, उदयपुर
40	राजस्थान महिला टी.टी.कालेज, ज्ञानमार्ग गुलाब बाग के पास, सूरजपोल, उदयपुर
41	ज्ञान विहार स्कूल ऑफ एज्युकेशन (ज्ञानविहार विश्वविद्यालय) जगतपुरा, जयपुर





**बियानी गर्ल्स बी.एड. कॉलेज, जयपुर**  
**वार्षिक उत्सव एवं गतिविधियाँ**  
**सत्र 2016-17**

क्र.सं.	माह	दिनांक	दिवस	उत्सव का विवरण	गतिविधियाँ
1.	जुलाई-16	9	शनिवार	साप्ताहिक गतिविधि	वाद-विवाद प्रतियोगिता
2.		11	सोमवार	विश्व जनसंख्या दिवस	पोस्टर, निबन्ध
3.		19	मंगलवार	गुरु पूर्णिमा	सांस्कृतिक प्रस्तुतियाँ (कविता व्याख्यान
4.		23	शनिवार	खेल गतिविधि (साप्ताहिक)	खो-खो, सितोलिया
5.	अगस्त-16	13	शनिवार	साप्ताहिक गतिविधि	कौलाज मैकिंग
6.		15	सेमवार	स्वतंत्रता दिवस	रंगारंग कार्यक्रम
7.		25	गुरुवार	जन्माष्टमी	कृष्ण लीला जन्मोत्सव समारोह
8.		27	शनिवार	साप्ताहिक गतिविधि	कबड्डी, म्यूजिकल चैयर
9.	सितम्बर-16	5	सोमवार	विश्व अध्यापक दिवस	सम्मान समारोह, रंगारंग कार्यक्रम
10.		8	गुरुवार	विश्व साक्षरता दिवस	सामान्य ज्ञान प्रश्नोत्तरी
11.		10	शनिवार	साप्ताहिक गतिविधि	पोस्टर, रंगोली
12.		14	बुधवार	हिन्दी दिवस	कविता पाठ, गायन, अन्ताक्षरी
13.		24	शनिवार	साप्ताहिक गतिविधि	डिस्कस थ्रो
14.	अक्टूबर-16	2	रविवार	गांधी जयंती	निबन्ध लेखन
15.		8	शनिवार	साप्ताहिक गतिविधि	कविता पाठ, गायन
16.		22	शनिवार	साप्ताहिक गतिविधि (खेल)	गोला फेंक, रूमाल छपट्टा
17.		24	सोमवार	संयुक्त राष्ट्र दिवस	पी.पी.टी. प्रेजेंटेशन
18.	नवम्बर-16	11	शुक्रवार	राष्ट्रीय शिक्षा दिवस	प्रश्नोत्तरी
19.		12	शनिवार	साप्ताहिक गतिविधि	वृक्षारोपण
20.		14	सोमवार	बाल-दिवस	रंगारंग कार्यक्रम
21.		23	बुधवार	कालीदास जयंती	प्रेरक कहानियाँ एवं व्याख्यान
22.		26	शनिवार	साप्ताहिक गतिविधि	चित्रकला प्रदर्शनी
23.	दिसम्बर-16	1	गुरुवार	विश्व एड्स दिवस	पी.पी.टी. प्रेजेंटेशन जागरूकता रैली
24.		10	शनिवार	मानवाधिकार दिवस	निबंध लेखन, व्याख्यान
25.		21-23	बुध-शुक्र	अन्तर्सदनीय प्रतियोगिता	साहित्यिक एवं सांस्कृतिक कार्यक्रम
26.		24	शनिवार	साप्ताहिक गतिविधि	श्रमदान

क्र.सं.	माह	दिनांक	दिवस	उत्सव का विवरण	गतिविधियाँ
27.	जनवरी-17	12	गुरुवार	स्वामी विवेकानंद जयंती	व्याख्यान, नाटक
28.		14	शनिवार	साप्ताहिक गतिविधि	निबंध लेखन एवं आशुभाषण
29.		19-21	गुरु-शनि	अन्तरमहाविद्यालय प्रतियोगिता	साहित्यिक एवं सांस्कृतिक कार्यक्रम
30..		23	सोमवार	नेताजी सुभाषचन्द्र बोस जयंती	पी.पी.टी. प्रेजेन्टेशन
31.		26	गुरुवार	गणतंत्र दिवस	रंगारंग कार्यक्रम
32.		28	शनिवार	साप्ताहिक गतिविधि (खेल)	खो-खो
33.	फरवरी-17	11	शनिवार	साप्ताहिक गतिविधि	आशुभाषण, नुक्कड़ नाटक
34.		22	बुधवार	वार्षिकोत्सव	रंगारंग कार्यक्रम
35.		25	शनिवार	साप्ताहिक गतिविधि (खेल)	गोला फेंक, डिस्कस थ्रो
36.		28	मंगलवार	राष्ट्रीय विज्ञान दिवस	प्रदर्शनी (मॉडल)
37.	मार्च-17	8	बुधवार	अन्तर्राष्ट्रीय महिला दिवस	पी.पी.टी. प्रेजेन्टेशन व्याख्यान
38.		11	शनिवार	साप्ताहिक गतिविधि	कॉलाज मैकिंग
39.		15	बुधवार	विश्व उपभोक्ता दिवस	नुक्कड़ नाटक, जागरूकता रैली
40.		25	शनिवार	साप्ताहिक गतिविधि (खेल)	कबड्डी
41.		30	गुरुवार	राजस्थान दिवस	नृत्य, कविता, नाटक
42.	अप्रैल-17	8	शनिवार	साप्ताहिक गतिविधि	सेमिनार
43.		14	गुरुवार	अम्बेडकर जयंती	व्याख्यान, पी.पी.टी. प्रेजेन्टेशन
44.		22	शनिवार	विश्व पृथ्वी दिवस	पोस्टर
45.	मई-17	6	शनिवार	रविन्द्रनाथ टैगोर जयंती	प्रेरक प्रसंग, व्याख्यान
46.		27	शनिवार	साप्ताहिक गतिविधि (खेल)	खो-खो
47.	जून-17	5	सोमवार	विश्व पर्यावरण दिवस	वृक्षारोपण कार्यक्रम
48.		7	बुधवार	महाराणा प्रताप जयंती	व्याख्यान एवं नाटक
49.		10	शनिवार	साप्ताहिक गतिविधि	प्रश्नोत्तरी
50.		24	शनिवार	साप्ताहिक गतिविधि (खेल)	म्यूजिकल चैयर, डिस्कस थ्रो

# Biyani Girls B. Ed. College, Jaipur

## B.Ed. First Semester

Session 2015-17 (15-16)

### Time Table

LIBRARY	ASSSEMBLY	Section	I	II	III	2:00-2:15	IV	V	VI	VII	VIII
			11:45-12:30	12:30-1:15	1:15-2:00		2:15-3:00	3:00-3:35	3:35-4:10	4:10-4:45	4:45-5:15
			Childhood & Growing up	Contemporary India & Education	Learning & Teaching		Language across Curriculum	Understanding Discipline & Subject	Knowledge & Curriculum	All Teaching Subject	EPC-I Dr. Shipra Gupta
LIBRARY	ASSSEMBLY	A	Ms. Malti Saxena	Ms. Mukesh Ku.	Ms. Arti Gupta	LUNCH	Ms. Pushpa Kumawat	Ms. Tripti Saini	Ms. Jyoti Saini	All Teaching Staff	EPC-2 Dr. Ekta Pareek
		B	Ms. Meenakshi Sharma	Ms. Sunita Ku. Sharma	Ms. Bharti Sharma		Ms. Sarita Pareek	Ms. Deepti	Ms. Raju Pansari		
		C	Ms. Sunita Scharma	Mr. Alok Sharma	Ms. Tripti Saini		Ms. Sunita Sharma	Ms. Mukesh Ku.	Ms. Seema Dayma		
		D	Ms. Arti Sharma	Ms. Sunita Kumawat	Ms. Neerja Gupta		Ms. Vandana Nagori	Ms. Meenakshi Sharma	Ms. Sita Khandelwal		
		E	Ms. Sunita Gupta	Ms. Usha Saini	Ms. Yashu Srivastava		Ms. Renu Tandon	Ms. Pushpa Kumawat	Mr. Alok Sharma		
		F	Ms. Deepti	Ms. Jyoti Saini	Ms. Sita Khandelwal		Ms. Malti Saxena	Ms. Sunita Kumawat			

# Biyani Girls B. Ed. College, Jaipur

## B.Ed. Second Semester

Session 2015-17 (16-17)

### Time Table

LIBRARY		11:00-11:30		11:30-11:45																							
ASSEMBLY		Section		2:00-2:15																							
		I		II		III				IV		V		VI		VII		VIII		IX							
		11:45-12:30		12:30-1:15		1:15-2:00				2:15-3:00		3:00-3:35		3:35-4:10		4:10-4:45		4:45-5:15		4:45-5:15							
		Paper-I		Paper-II		Paper-III				Paper-IV		Paper-V		Paper-VI		Paper-VII											
		Child hood & Growing up		Contemporary India & Edu.		Learning & Teaching				Language Across Curriculum		Understanding Disciplines & Subject		Knowledge & Curriculum		Teaching Subject		EPC-I		EPC-2		Activity		Games			
		A		Ms. Sunita Sharma		Ms. Mukesh Kumari		Ms. Artigupta				Ms. Pushpa Kumawat		Ms, Anju Pareek		Mr. Dharmendra Ku. Verma				1,2,3,4 Ms. Nisha Vishnoi		1,2,3,4 Tusharika Singh		(5) Incharge Vishakh Shekawat		(6) PTI Rajendra Singh Shekawat	
		B		Ms. Malti Saxena		Ms. Sunita Kumari		Ms. Bharti Sharma				Ms. Nalini		Ms. Anuradha Vyas		Ms. Neelam Ku.		All Teaching Staff		Ms.Vishakh Shekawat		Richa Gupta					
		C		Ms. Meenakshi Sharma		Ms. Ranjana		Ms. Tripti Saini				Ms. Preeti		Ms. Tusharika Singh		Ms.Neeraj Nathawat				Ms. Guddi Vyas		Anita Titolia					

# **Biyani Girls B.Ed. College, Jaipur**

## **M.Ed. Session 2016-18**

### **Time-Table**

### **First Semester**

	<b>I</b>	<b>II</b>	<b>III</b>		<b>IV</b>	<b>V</b>	<b>V</b>	<b>VI</b>
<b>11:00 - 11:15</b>	<b>11:15-12:00 Psychology of Learning &amp; Development</b>	<b>12:00-12:45 Historical Political &amp; Economical Perspective</b>	<b>12:45-1:30 Educational Studies</b>	<b>1:30-1:45</b>	<b>1:45-2:45 Computer</b>	<b>2:45-3:30 Introduction to Research Methods</b>	<b>3:30-4:15 Communication &amp; Self Development</b>	<b>4:15-5:15 Library</b>
<b>A S S E S S M E N T</b>	Dr. Shipra Gupta (1, 2, 3)	Ms. Raju Pansari (1, 2, 3, 4, 5, 6)	Ms. Aarti Gupta (1, 2, 3, 4, 5, 6)	<b>H O U R</b>	Practice in Lab (1, 2, 3, 4, 5, 6)	Ms. Bharti Sharma (1, 2, 3)	Ms. Vandana Nagori (1, 2, 3)	Research in Library (1, 2, 3, 4, 5, 6)
	Ms. Yogita Gaur (4, 5, 6)					Ms. Vandana Nagori (4, 5, 6)	Dr. Shipra Gupta (4, 5, 6)	

**Biyani Girls B.Ed. College, Jaipur**  
**M.Ed. Session 2015-17**  
**Time-Table**  
**Second Semester**

	I	II	III		IV	V	V	VI
<b>11:00 - 11:15</b>	<b>11:15-12:00 Philosophy of Education</b>	<b>12:00-12:45 Sociology of Education</b>	<b>12:45-1:30 Curriculum Studies</b>	<b>1:30 - 1:45</b>	<b>1:45-2:45 Computer</b>	<b>2:45-3:30 Teacher Education-1</b>	<b>3:30-4:15 Professional Development Class</b>	<b>4:15-5:15 Library</b>
<b>A S S E S S M E N T</b>	Ms. Seema Dayma (1, 2, 3, 4, 5, 6)	Dr. Ekta Pareek (1, 2)	Dr. Shipra Gupta (1, 2, 3, 4, 5, 6)	<b>H O U R S</b>	Practice in Lab (1, 2, 3, 4, 5, 6)	Ms. Raju Pansari (1, 2, 3, 4, 5, 6)	Dr. Shipra Gupta (1, 2, 3, )	Research in Library (1,2,3,4, 5, 6)
		Mr. Manish Saini (3, 4, 5, 6)						
							Ms. Seema Dayma (4, 5, 6)	

# Biyani Girls B.Ed. College, Jaipur

## M.Ed. Session 2015-17

### Time-Table

### Third Semester

	I	II	III		IV	V	V	VI
<b>11:00 - 11:15</b>	<b>11:15-12:00</b> <b>Pedagogy of Science/Maths/ Language/S.S.T.</b>	<b>12:00-12:45</b> <b>Guidance &amp; Counselling/E.T.</b>	<b>12:45-1:30</b> <b>Advanced Research Methods</b>	<b>1:30 - 1:45</b>	<b>1:45-2:45</b> <b>Library</b>	<b>2:45-3:30</b> <b>Teacher Education Part-II</b>	<b>3:30-4:15</b> <b>Computer</b>	<b>4:15-5:15</b> <b>Internship Activities</b>
<b>A S S E S S M E N T</b>	Ms. Tripti Saini (Science) Ms. Bharti Sharma (Maths) Ms. Vandana Nagori (Language) Dr. Ekta Pareek (S.S.T.)	Mr. Manish Saini (Guidance & Counselling) (1, 2, 3, 4, 5, 6) Dr. Shipra Gupta (E.T.) (1, 2, 3, 4) Ms. Arti Gupta (E.T.) (5, 6)	Dr. Shipra Gupta (1, 2, 3, 4, 5, 6)	<b>E C U L</b>	Library (1, 2, 3, 4, 5, 6)	Ms. Raju Pansari (1, 2, 3)	Dr. Shipra Gupta (1, 2, 3, 4, 5, 6))	Research in Library (1,2,3,4, 5, 6)
						Dr. Shipra Gupta (4, 5, 6))		



**Biyani Girls B.Ed. College**  
बियानी गर्ल्स बी.एड. कॉलेज

**Student Appraisal of Teacher**  
छात्र द्वारा शिक्षक का मूल्यांकन

**Name of the Lecturer-** \_\_\_\_\_

**Subject-** \_\_\_\_\_

Please give your frank opinion on the teacher's ability on the following skills-

Rate the teacher using the following 5 point scale-

Excellent - 5  
Good - 3-4  
Satisfactory - 2-3  
Unsatisfactory - 1

S. No.	Criteria (मानदण्ड)	Mark (अंक)
1.	Preparation for the class (कक्षा की तैयारी)	
2.	Punctuality in conducting classes (कक्षा में समय की पाबंदी)	
3.	Planning and completion of the syllabus on time (पाठ्यक्रम योजना व समय पर पूर्णता)	
4.	Clarity of expression like language and voice. (अभिव्यक्ति में स्पष्टता-भाषा, आवाज)	
5.	Clarity of presentation (ideas, concepts, explanation) (प्रस्तुतीकरण में स्पष्टता)	
6.	Methodology used to impart the knowledge (use of blackboard, charts teaching aids) (ज्ञान के लिए प्रयुक्त विभिन्न शिक्षण विधियाँ)	
7.	Active learn methodology used like-Group Discussion, Tutorials, Assignments and Seminars, Filed Visit, Quiz (अधिगम के लिए प्रयुक्त विधियाँ – समूह परिचर्चा, ट्यूटोरियल, सामाजिक कार्य और सेमिनार, क्षेत्रिय कार्य)	
8.	Availability to student outside class hours for Clarification, Counseling Career, Guidance (छात्र के स्पष्टीकरण हेतु कक्षा के बाहर धंटों की उपलब्धता समीकरण जैसे परामर्श कैरियर के लिए निर्देशन परामर्श)	
9.	His/her role as Leader/Mentor/Guide/Facilitator/Counselor). (अध्यापक की नेता/मेंटोर, अभिप्रेरक/निर्देशक/फेसिलिटेटर/परामर्श)	
10.	The Examination/Assignments were graded fairly. (परीक्षा/सामाजिक कार्य वर्गीकृत किया गया है)	

**Biyani Girls B. Ed. College, Jaipur**  
**Student Feedback Form on the**  
**B. Ed. Programme offered**

छात्रा का नाम :

मोबाइल नं. :

आपके द्वारा उपलब्ध करवाई गई सूचना का उपयोग भविष्य में कोर्स की गुणवत्ता में सुधार लाने हेतु किया जाएगा।

आप निम्नलिखित में से किसी भी एक विकल्प का चयन कर सकते हैं—

क्रम सं.	प्राचल	विकल्प	
		हाँ	नहीं
1.	पाठ्यक्रम तथा उसका प्रबंधन		
	(i) क्या पाठ्यक्रम के विषय वर्तमान में प्रासंगिक है?		
	(ii) क्या शिक्षक प्रशिक्षक द्वारा उचित विधियों का प्रयोग किया जाता है?		
	(iii) क्या पाठ्यक्रम में नवाचार व सृजनात्मकता है?		
	(iv) क्या सेमिनार आयोजित करवाने से शैक्षणिक गुणवत्ता बढ़ती है?		
	(v) क्या प्रायोगिक शिक्षण कार्य उपयोगी है?		
	(vi) क्या मूल्यांकन तकनीक प्रभावी है?		
	(vii) क्या आंतरिक मूल्यांकन प्रणाली प्रभावी है?		
	(viii) क्या शिक्षक प्रशिक्षक द्वारा उचित शैक्षणिक मार्गदर्शक प्रदान किया जाता है?		
2.	पाठ्यक्रम तथा उसका प्रबंधन		
	(i) क्या सूक्ष्म शिक्षण सत्र की उचित व्यवस्था की जाती है?		
	(ii) क्या सूक्ष्म शिक्षण प्रशिक्षण उपयोगी है?		
3.	सम्प्रेषण कौशल		
	(i) क्या संप्रेषण कौशल विकास की उचित व्यवस्था की जाती है?		
	(ii) क्या संप्रेषण कौशल अभ्यास उपयोगी है?		
4.	शिक्षण अभ्यास		
	(i) क्या शिक्षण अभ्यास हेतु शिक्षक प्रशिक्षकों द्वारा उचित प्रशिक्षण करवाया जाता है।		
	(ii) क्या पाठ-योजना व सहायक सामग्री के निर्माण हेतु उचित मार्गदर्शन मिलता है?		
	(iii) क्या शिक्षक प्रशिक्षक द्वारा पाठ-प्रदर्शन किया जाता है।		
	(iv) क्या शिक्षण अभ्यास हेतु प्रदत्त विद्यालय का वातावरण उचित है?		
	(v) क्या शिक्षण अभ्यास हेतु प्रदत्त विद्यालयों उचित सहयोग किया जाता है		
	(vi) क्या पर्यवेक्षक द्वारा दिया गया पृष्ठपोषण उपयोगी है?		
	(vii) क्या शिक्षण अभ्यास का संपूर्ण प्रभाव सकारात्मक है?		
		विकल्प	

		हाँ	नहीं
5.	<b>सामुदायिक कैम्प व भ्रमण</b>		
	(i) क्या कैम्प के दौरान करवाई गई गतिविधियाँ उपयोगी है?		
6.	<b>पाठ्येतर गतिविधियाँ</b>		
	(i) क्या वर्कशॉप तथा आमंत्रित व्याख्यान उपयोगी है?		
	(ii) क्या खेल संबंधी गतिविधियाँ करवाई जाती है?		
	(iii) क्या महाविद्यालयी प्रतियोगिताओं के दौरान उचित निर्देशन व प्रोत्साहन मिलता है?		
	(iv) क्या सांस्कृतिक गतिविधियों के प्रतिभागियों को उचित प्रोत्साहन मिलता है?		
	(v) क्या महाविद्यालयी पत्रिका के प्रकाशन हेतु उचित निर्देशन व प्रोत्साहन मिलता है।		
7..	<b>सुविधाएँ</b>		
	(i) क्या महाविद्यालय में आधारभूत सुविधाएँ उपलब्ध है?		
	(ii) क्या कम्प्यूटर की सुविधा है?		
	(iii) क्या पुस्तकालय की सुविधा उपलब्ध है,		
8.	<b>सहायक तंत्र</b>		
	(i) क्या प्रशासनिक स्टाफ उचित सेवाएँ प्रदान करता है?		
	(ii) क्या प्रशासन द्वारा उचित सहायता दी जाती है?		
	(iii) क्या कैम्पस साक्षात्कार द्वारा नियुक्ति सेवाएँ प्रदान की जाती है?		
9.	<b>समृद्ध कार्यक्रम</b>		
	(i) क्या कम्प्यूटर प्रशिक्षण प्रभावी है?		
	(ii) क्या सर्जनात्मक शिक्षण प्रभावी है?		
	(iii) क्या मानसिक स्वास्थ्य पर वर्कशॉप (कार्यशाला) का प्रभाव अच्छा पड़ता है?		
10..	<b>संस्थागत परंपराएँ</b>		
	(i) क्या महाविद्यालय में प्रार्थना होती है?		
	(ii) क्या महाविद्यालय द्वारा अपनाई गई अनुशासन विधियाँ उचित है?		
11.	<b>सम्पूर्ण रेटिंग</b>		
	(i) क्या सम्पूर्ण गतिविधियाँ प्रभावी है?		
	(ii) क्या संस्था प्रभावी शिक्षकों के निर्माण में सफल हो रही है?		
	गुणात्मक सुधार हेतु अन्य सुझाव—		

**Biyani Girls B. Ed. College, Jaipur**  
**Student Feedback Form on the**  
**B. Ed. Programme offered**

Student Name: \_\_\_\_\_

Add with Contact No.: \_\_\_\_\_

Kindly note that the information provided by you will be used only for quality improvement of the course in future.

You can take any one of the options given below judiciously

S. No.	Parameters
1.	<b>Curriculum and its transaction-</b> <ol style="list-style-type: none"> <li>1. Relevance and scope for the paper</li> <li>2. Methodologies _____ by the teacher educator in transaction the curriculum.</li> <li>3. Innovative and creativity in transaction of curriculum.</li> <li>4. Relevance of the seminar topic allotted and the academic enrichment received from it.</li> <li>5. Applicability of the practices conducted.</li> <li>6. Techniques adopted systems adopted.</li> <li>7. Internal assessment systems adopted.</li> <li>8. Academic guidance given by the teacher educator</li> </ol>
2.	<b>Micro Teaching-</b> <ol style="list-style-type: none"> <li>a. Organization of micro teaching session</li> <li>b. Usefulness of the practice of micro teaching.</li> </ol>
3.	<b>Communication Skills-</b> <ol style="list-style-type: none"> <li>a. Organization of communication skill</li> <li>b. Usefulness of the practice of communication skills</li> </ol>
4.	<b>Teaching Practice-</b> <ol style="list-style-type: none"> <li>a. Preparatory inputs provided by the teacher educator for teaching practice.</li> <li>b. Guidance received for lesson plan and teaching aid preparation.</li> <li>c. Demonstration lesson given by the teacher educators.</li> <li>d. Environment in teaching practice schools.</li> <li>e. Co-operation in teaching practice schools.</li> <li>f. Utility of feedback received from the supervisor and peer group.</li> <li>g. Overall input of practice teaching.</li> </ol>
5.	<b>Extracurricular and extended activities-</b> <ol style="list-style-type: none"> <li>a. Relevance of the guest lecturer and workshop organized</li> </ol>

	<ul style="list-style-type: none"> <li>b. Sports activities conducted.</li> <li>c. Encouragement and guidance given to participation in inter and centre completions.</li> <li>d. Encouragement provided to participation in cultural activities.</li> <li>e. Guidance and motivation received to bring out college magazine.</li> </ul>
<b>6.</b>	<b>Community living camp and excursion-</b> <ul style="list-style-type: none"> <li>a. Relevance of activities conducted during the camp</li> <li>b.</li> </ul>
<b>7.</b>	<b>Facilities-</b> <ul style="list-style-type: none"> <li>a. Infrastructural facilities.</li> <li>b. Computer facilities</li> <li>c. Library facilities.</li> <li>d.</li> </ul>
<b>8.</b>	<b>Support System-</b> <ul style="list-style-type: none"> <li>a. Services provided by administrative staff</li> <li>b. Services provided by the support staff</li> <li>c. Placement services through campus interview and references.</li> <li>d. Support provided by the management.</li> </ul>
<b>9.</b>	<b>Enrichment Programs-</b> <ul style="list-style-type: none"> <li>a. Computer training provided</li> <li>b. Advance course on creative teaching.</li> <li>c. Workshop on mental health.</li> </ul>
<b>10.</b>	<b>Institutional Tradition--</b> <ul style="list-style-type: none"> <li>a. College prayer</li> <li>b. Mechanism adopted to maintain discipline.</li> <li>c. Induction and valediction received.</li> </ul>
<b>11.</b>	<b>Institutional Tradition-</b> <ul style="list-style-type: none"> <li>a. Overall impact of all the activities</li> <li>b. Conducted by8 the institution in making you an effective teacher.</li> </ul>

Suggestion for the qualitative improvement

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 .....

## Biyani Girls B.Ed. College

### Feedback from the Head of Practice Teaching Schools

Name and address of the school

Contact No. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of the Headmaster/Headmistress: \_\_\_\_\_

#### Instruction:

Kindly go through each statement and tick any one of the following option which is appropriate according to you. The information's provided by you will be used only for quality improvement of practice teaching programme.

Scale (VS-Very much Satisfactory, S-Satisfactory, US-Unsatisfactory)

S. No.	Parameters	VS	S	US
1.	<b>Attendance and Discipline-</b>			
	a. Regularity of student teachers for practice teaching in your school.			
	b. Punctuality of student teachers in taking classes.			
	c. Maintenance of discipline in class by student teacher.			
	d. Discipline of student teachers in school.			
2.	<b>Pedagogy-</b>			
	a. Adequacy of student teachers allotted in your school.			
	b. Relevance of the lesson plan written by the student teacher.			
	c. Suitability of the methodology adopted by student teachers to teach.			
	d. Appropriateness of teaching aids used by student teachers.			
	e. No. of student teachers allotted to your school.			
	f. Subject wise allotment of the student teachers to your school.			
	g. Adequacy of the training received by the student teacher.			
	h. Assistance from student teachers in conducting test & examination in your school.			
	i. Usefulness of the teaching provided by the student teachers.			
	j. Administration of the test conducted by student teachers.			
	k. Utility of the test conducted by student teachers.			
3.	<b>Participation in co-curricular activities-</b>			
	a. Participation of the student teachers in Co-curricular activities.			
	b. Adequacy of organizing skills in Co-curricular activities.			

	c. Adequacy of Co-curricular activities organizing by teachers.			
<b>4.</b>	<b>Teacher Educator-</b>			
	a. Rapport of teacher educator with the head of institution. b. Rapport of teacher education with the school teachers. c. Regularity and punctuality of teacher educators to your school. d. Supervision of student teachers lesson by teacher educator. e. Feedback given to student teachers by teacher educators. f. Academic guidance given by the teacher educators to student teachers.			

**Signature of Head of Institute  
with seal** Write your  
opinion about the practice training  
provided to student teachers by  
the institution; suggest the  
additional ideas required to be  
trained.

1. Give your opinion/suggestions about the consultancy of guidance/placement services provided to your school by our faculty members.
  
2. Give your suggestions to improve the teaching practice programme in teacher education.

**Signature-  
Date-**

**Signature of Head of Institute  
with seal**

## **Biyani Girls B.Ed. College**

### **शिक्षण अभ्यास विद्यालयों के संस्था प्रधान द्वारा पृष्ठपोषण**

नाम तथा विद्यालय का पता .....

.....

.....

मोबाईल नं.: .....

संस्था प्रधान का नाम .....

#### **निर्देश—**

- दिए गए प्राचार्यों को पढ़कर उपयुक्त विकल्प पर चिन्ह लगाइये। आपके द्वारा प्रदत्त सूचना का प्रयोग अभ्यास शिक्षण कार्यक्रम में सुधार हेतु किया जाएगा।
- अच्छा
- संतोषप्रद
- असंतोषप्रद



क्र. सं.	प्राचाल	अच्छा	संतोषप्रद	असंतोषप्रद
1.	<b>उपस्थिति व अनुशासन—</b> i. अभ्यास शिक्षण हेतु छात्राध्यापिकाओं की नियमितता। ii. छात्राध्यापिकाओं द्वारा कक्षाएँ लेने में नियमितता। iii. छात्राध्यापिकाओं द्वारा कक्षा में अनुशासन। iv. विद्यालय के अनुशासन को बनाए रखने हेतु छात्राध्यापिकाओं का सहयोग। v. विद्यालय में छात्राध्यापिकाओं का अनुशासन।			
2.	<b>शिक्षण शास्त्र—</b> i. आपके विद्यालय में छात्राध्यापिकाओं की पर्याप्त संख्या। ii. छात्राध्यापिकाओं की पाठ-योजना की उपयोगिता। iii. छात्राध्यापिकाओं द्वारा अपनायी गयी शिक्षण विधि की उपयुक्तता। iv. छात्राध्यापिकाओं द्वारा प्रयोग की गयी सहायक सामग्री की उपयुक्तता। v. विद्यालय में छात्राध्यापिका का विषयवाद आवंटन। vi. छात्राध्यापिकाओं को मिले हुए प्रशिक्षण की उपयुक्तता। vii. आपके विद्यालय में परीक्षा प्रशासन में छात्राध्यापिका द्वारा की जाने वाली सहायता। viii. छात्राध्यापिकाओं के शिक्षण की उपयोगिता। ix. छात्राध्यापिकाओं द्वारा परीक्षा का प्रशासन। x. छात्राध्यापिका द्वारा ली गई परीक्षा की उपयोगिता।			
3.	<b>पाठ्यक्रम सहगामी गतिविधियों में सहभागिता—</b> i. पाठ्यक्रम सहगामी क्रियाओं में छात्राध्यापिकाओं की उपयोगिता। ii. पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करने के कौशल की उपयुक्तता। iii. छात्राध्यापिकाओं द्वारा प्रशासित पाठ्यक्रम सहगामी क्रियाओं की उपयुक्तता।			
4.	<b>शिक्षक प्रशिक्षक</b> i. संस्था प्रधान के साथ शिक्षक-प्रशिक्षक के सम्बन्ध। ii. विद्यालयी शिक्षकों के साथ शिक्षक-प्रशिक्षक के सम्बन्ध। iii. शिक्षक-प्रशिक्षक की आपके विद्यालय में नियमितता व समय पाबंदिता। iv. शिक्षक-प्रशिक्षक द्वारा पाठ योजना का पर्यवेक्षण। v. शिक्षक-प्रशिक्षकों द्वारा छात्राध्यापिकाओं को दिया गया पृष्ठपोषण। vi. शिक्षक-प्रशिक्षकों द्वारा छात्राध्यापिकाओं को दिया गया शैक्षणिक निर्देशन।			

# Biyani Girls B.Ed. College, Jaipur

## Academic Calender

### For Session 2016-17

Month	M.Ed.		B.Ed.		B.S.T.C.	
	First Sem.	Third Sem.	First Year	Second Year	First Year	Second Year
August-16 Working Days=25	Session Start 1 Aug. 15 Aug. (Sawan Utsav & Independence Day) 2-5 Aug. Orientation Programme	* Tool Preparation for Research * ISB Work submission * Regular for Class			16-18 August Orientation Programme	Final Lesson Welcome of New Students
Sept-16 Working Day=26	Regular Class * P.P.T. Preparation on Sub. * 14 Set (Hindi Diwas) * 04 Set (Teacher's Day)	Regular Class * Field Work for disertation	1-3 Sept-Orientation Prog. Sept-5 - Teacher's Day Sept-14 Hindi Diwas Sept-17 Fresher Party Regular Class	Welcome of New Students Welcome of New Students Welcome of New Students Welcome of New Students Regular Class	Sept-5 Teachers Day Sept-14 Hindi Diwas Sept-17 Fresher Party Regular Class	Sept-14 Hindi Diwas Sept-17 Fresher Party Regular Class
Oct-16 Working Day=18	Regular Class * Sessional Work * Organise Seminar * Dandiya	Regular Class * Sessional Work * Organize Seminar * Prepared PPT on Research	Holidays Oct-1 Navratra Sthapna Oct-2 Gandhi Jayanti Oct-10-11 Vijay Dashmi Oct 28 to Nov.01 Diwali Break Rest of time classess Sessional Work	Holidays Oct-1 Navratra Sthapna Oct-2 Gandhi Jayanti Oct-10-11 Vijay Dashmi Oct 28 to Nov.01 Diwali Break Break Rest of time classess Sessional Work	Holidays Oct-1 Navratra Sthapna Oct-2 Gandhi Jayanti Oct-10-11 Vijay Dashmi Oct 28 to Nov.01 Diwali Break Break Rest of time classess Sessional Work	Holidays Oct-1 Navratra Sthapna Oct-2 Gandhi Jayanti Oct-10-11 Vijay Dashmi Oct 28 to Nov.01 Diwali Break Break Rest of time classess Sessional Work
Nov-16 Working Day=28	Holiday Nov. 14 Guru Nanak Jayanti * Workshop on Research * Field work for Sessional * Group competion * ISB	Holiday Nov. 14 Guru Nanak Jayanti * Workshop on Research * Field work for Sessional * Group competion * ISB	Holiday Nov. 14 Guru Nanak Jayanti Nov. 7-12 Micro Teaching 15 Nov. to 7 Dec. -Practice Teaching	Holiday Nov. 14 Guru Nanak Jayanti Nov. 7-12 Micro Teaching 15 Nov. to 7 Dec. -Practice Teaching	Holiday Nov. 14 Guru Nanak Jayanti Nov. 7-12 Micro Teaching 15 Nov. to 7 Dec. -Practice Teaching	Holiday Nov. 14 Guru Nanak Jayanti Nov. 7-12 Micro Teaching 15 Nov. to 7 Dec. -Practice Teaching
Dec.-16 Working Day=27	* Regular Class * ISB Submission * Preparation of Exam	* Workshop on Research Method * Exam Preparation	Holidys Dec 25 X-mas Day Dec 1 to 8 Practice Teaching Criticism Lesson	Holidys Dec 25 X-mas Day Dec 1 to 8 Practice Teaching Criticism Lesson	Holiday Dec 25 X-mas Day Dec 1 to 6 Practice Teaching Criticism Lesson	Holiday Dec 25 X-mas Day Dec 1 to 6 Practice Teaching Criticism Lesson
January-17 Working=25	* Exam	* Exam	Holidays * Jan-14 Makar Sankranti * Regular Classes Jan 23 to 28 SUPW + Cultural Week	Practice Teaching + Criticism	Holidays Jan-14 Makar Sankranti Regular Classes Jan 23 to 28 SUPW Camp + Cultural Week	Holidays Jan-14 Makar Sankranti Regular Classes Jan 23 to 28 SUPW Camp + Cultural Week
Feb-17 Working Day=23	<b>Second Sem. Start</b> * Orientation Programm 4-6 Feb	<b>Second Sem. Start</b> * Orientation Programm 4-6 Feb * Regular Class	Holiday * Feb-1 Bansanti Utsav * Feb 24 Maha Shivratri * Regular Class Feb 20 to 23 Sports Week	Holiday * Feb-1 Bansanti Utsav * Feb 24 Maha Shivratri * Regular Class Feb 20 to 23 Sports Week	Holiday * Feb-1 Bansanti Utsav * Feb 24 Maha Shivratri * Regular Class Feb 20 to 23 Sports Week	Holiday * Feb-1 Bansanti Utsav * Feb 24 Maha Shivratri * Regular Class Feb 20 to 23 Sports Week
March-17 Working Day=25	* Regular Class * Lecture given by Student in B.Ed. Class * Community Services * Research Work	* Regular Class * Research Field Work	Holidays * 12-13 March Holi * 15 to 18 March Community Services * Regular Class	Holidays * 12-13 March Holi * 15 to 18 March Community Services * Regular Class	Holidays * 12-13 March Holi * Regular Class	Holidays * 12-13 March Holi * Regular Class * Scout Camp
April-18 Working Day=24	* Regular Class * PPT Preparation * Semidnar on Tool Preparation * Sports Activity	Regular Class * PPT Preparation * Sports Activity	Holidays * April 4 Ram Navami * April 24 to 29 Audio-Visual Presentation * Regular lass	Holidays * April 4 Ram Navami * April 24 to 29 Audio-Visual Presentation * Regular lass	Holidays April 4 Ram Navami Regular Class	Holidays April 4 Ram Navami Regular Class
May-17 Working Day=15	* Exam	* Exam	* June 1 to 15 Internal Exam * June 16 to 30 Summer Break	* June 1 to 15 Internal Exam * June 16 to 30 Summer Break	* June 1 to 15 Internal Exam * June 16 to 30 Summer Break	* June 1 to 15 Internal Exam * June 16 to 30 Summer Break
17-Jul	* ISB Submission		* Final Lesson * Final Exam	* Final Lesson * Final Exam	* Final Lesson * Final Exam	* Final Lesson * Final Exam

# Biyani Girls B.Ed. College, Jaipur

## Result Analysis

### Biyani Girls B.Ed. College, Jaipur

S.No.	Details	2012-13		2013-14		2014-15		2015-16		2014-15	
		M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed. I Sem	M.Ed. II Sem	B.Ed. I Year	B.Ed. II Year
1	No. of Student Appeared	32	298	33	286	31	287	33	32	278	
2	No. of Passed Student	31	293	32	279	31	276	32	32	276	
3	No. of First Class (Division)	31	291	32	275	31	275	28	32	257	
4	No. of Second Class (Division)	0	2	0	4	0	1	4	0	19	
5	No. of Third Class Division (Pass Class)	0	0	0	0	0	0	0	0	0	
6	No. of Failed Student	1	5	1	7	0	11	1	0	2	
7	Percentage of Result	96.87%	98.32%	96.96%	97.55%	100%	96.16%	96.96%	100%	99.28%	



**UNIVERSITY OF RAJASTHAN**

**JAIPUR**

**SYLLABUS**

**Scheme of Examination and Course of Study**

**Faculty of Education**

**B.ED- Two Year, Part-1 Exam-2017**

**Academic Session 2016-17**

  
Dy. Registrar (Acad.)  
University of Rajasthan

## **Ordinance and Regulations related to the B.Ed. Examination**

O.320 The Objective and the Learning outcomes of the B.Ed. course are:

### **Objectives:**

1. To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
2. To develop interest, attitudes and knowledge which will enable them:
  - (i) To foster the all round growth and development of children under their care and
  - (ii) To provide guidance to individual pupil
3. To develop an understanding of aims and objective of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between society and school, between life and school work.
5. To build up a professional consciousness.

### **Learning outcomes:**

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques
9. Readiness to spot talented and gifted children and capacity to meet their needs
10. Ability to organize various school programmes, activities for pupil.

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11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to assess the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
  - a. Black board work
  - b. Preparing improvised apparatus
  - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education.
 

Readiness to participate in activities of professional organizations.

O. 321 The objectives of the practical work prescribed for the two year B.Ed. course are follows:

## PART II

### Practical Work

#### Objectives:

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.

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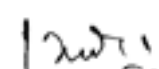
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12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

**Practical skill to teach the two school subjects offered under Theory papers VII a, b and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.

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15. Techniques of teaching in large classes.

**O. 322** A candidate who after taking a Bachelor's - Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below ) has completed a regular course of study in college , affiliated to the University for two academic years and has during the course of the years delivered at least 40 lessons (20 Lessons of one teaching subject in part I<sup>st</sup> & 20 Lessons of other teaching subject in part II<sup>nd</sup>) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

(Two years course)

**Notes :-**

- i. Teaching subject means a subject offered by the candidate at his/her Bachelor's Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology. General Science may also be allowed to be offered by

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a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.
- v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
- vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

**O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2<sup>nd</sup> unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

**O.324** The examination for Degree of Bachelor of education for two years shall be in two parts- part 1<sup>st</sup> comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

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**O.325** Candidates who fail in B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing make only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

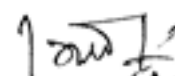
**O.326** Candidates who fail in the B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

**O.326 A:** A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

**O.326 B:** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination.The B.Ed programe shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

**O.326 C:** A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

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- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for paper XI.

**O. 326D.** A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

- a. He/she is eligible to offer that teaching subject under provision of O.322.
- b. He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed part 2.
- c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

**Regulation 42 :-**

**Scheme of B.Ed Two years Examination**

The B.Ed. (Two years) will consist of the following components:

Part I- Main theory papers at B.Ed. Part I & Part II

Part II- School internship of 20 weeks (10 at B.Ed part I & 10 at B.Ed part II)

In B.Ed Part-I Paper no. 01, 02, 03, 05 and 07 a/b are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper.04, 06a and EPC-1 & 2 are of 2 hours each carrying 50 marks (35 theory + 15 sessional) each.

In B.Ed Part - II paper 07 a b, 09 & 11 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 6 b, 08 10 and EPC-4 are of two hours carrying 50 marks (35 theory + 15 sessional) each. EPC-3 in part II carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC-3 theory paper will be of two hours.

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Paper 12 SUPW Camp Open air session will be totally internal. It has five components of 100 Marks and not less than three days shall be devoted for it by the institution.

Practical/Internship part will be devided in both the years and it will carry 450 marks.

### Scheme of B.Ed Two years Examination

#### B.Ed PART -1

#### Programme Outline of B.Ed.

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Ed-01	Childhood and Growing Up	80	20	-	100
II	B.Ed-02	Contemporary India and Education	80	20	-	100
III	B.Ed-03	Learning and Teaching	80	20	-	100
IV	B.Ed-04	Language Across the Curriculum	35	15	-	50
V	B.Ed-05	Understanding Disciplines and Subject	80	20	-	100
VI	B.Ed. 06 a	Knowledge and curriculum(part-1)	35	15	-	50
VII	B.Ed-07 (a) (b)	Pedagogy of a School Subject (part-1) , 1st & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4.Urdu 5. History 6. Economics 7.Civics 8. Geography 9.Social Studies 10. Mathematics 11.Physics 12.Chemistry 13. Biology	80	20	-	100

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		14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20* PSYCHOLOGY 21* SOCIOLOGY 22* COMPUTER 23* RAJASTHANI * An additional pedagogy course ( for a school subject other than that chosen for course 7 (a & b) at secondary level, or the same school subject at the high secondary level )				
		SCHOOL INTERNSHIP(10 weeks)	75	150	-	225
		*EXTERNAL ASSESSMENT ( one final lesson)				
EPC-1	EPC-1	Reading and Reflecting on Texts ( Task and Assignment for Courses)	35	15	-	50
EPC-2	EPC-2	Drama and art in education	35	15	-	50

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 1-6(a), 7(a) (b) & EPC- 1, EPC-2,

\* EPC- \*ENHANCING PROFESSIONAL CAPACITIES

Total Marks-925

### PART -2 EXAM

Programme Outline as under-

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
VI	B.Ed.	Knowledge and curriculum(part-2)	35	15	-	50

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	06 b				
VII	B.Ed-07 a & b	<p>Pedagogy of a School Subject (part-2) .</p> <p>1st &amp; IInd Year(candidate shall be required to offer any two papers from the following on for part-1 &amp; other for part-2)</p> <ol style="list-style-type: none"> <li>1. Hindi</li> <li>2. Sanskrit</li> <li>3. English</li> <li>4. Urdu</li> <li>5. History</li> <li>6. Economics</li> <li>7. Civics</li> <li>8. Geography</li> <li>9. Social Studies</li> <li>10. Mathematics</li> <li>11. Physics</li> <li>12. Chemistry</li> <li>13. Biology</li> <li>14. General Science</li> <li>15. Home Science</li> <li>16. Commerce (Business Studies)</li> <li>17. Commerce (Financial Accounting)</li> <li>18. Drawing and Painting</li> <li>19. Music</li> </ol> <ul style="list-style-type: none"> <li>• Graduation in Art, Science &amp; Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b).</li> </ul> <ol style="list-style-type: none"> <li>20. * PSYCHOLOGY</li> <li>21. * SOCIOLGY</li> <li>22. * COMPUTER</li> <li>23. * RAJASTHANI</li> </ol> <p>* An additional pedagogy course for a school subject other than that chosen for course 7 (a &amp; b) at secondary level, or the</p>	80	20	100

		same school subject at the high secondary level )				
VIII	B.Ed-08	Gender, School and Society	35	15		50
IX	B.Ed09	Assessment for Learning	80	20		100
X	B.Ed10	Creating and inclusive school	35	15		50
XI	B.Ed11	<b>OPTIONAL Special COURSES- (ANY ONE)</b> 1. Peace Education 2. Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20		100
		INTERNSHIP (10 WEEKS) *EXTERNAL ASSESSMENT ( ONE FINAL LESSON)	75	150		225
EPC-3	EPC-3	Critical Understanding of ICT	50		50 (20 Submission of Report + 30 Practical)	100
EPC-4	EPC-4	Understanding the self	35	15		50
XII	B.Ed-12	OPEN AIR/ SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) 5. Studies (work experience related with theory course and literary activities)		100 20 20 20 20 20		100

**TOTAL MARKS - 925**

**ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 6b-12 & EPC-3, EPC-4.**

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\*EPC - \*ENHANCING PROFESSIONAL CAPACITIES

**Evaluation:-**

**Evaluation Papers B.Ed. Part-I Exam-**

1. Theory Papers 01, 02, 03, 05 and 7 (a) (b) will carry 100 marks, out of which 80 marks will be of theory paper at the B.Ed. Part-I Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Papers 04 and 6a will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed. Part-I Examination and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-1 & EPC-2** will carry 50 Marks out of which 35 marks will be of theory paper at the B.Ed. Part I exam and 15 marks to be internally assessed for assessing the sessional works.

**Evaluation Papers B.Ed. Part-II Exam-**

1. Theory Papers 07(a) & (b), 09 and 11 (optional special paper) will carry 100 marks, out of which 80 marks will be of theory papers at the B.Ed part II exam and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Paper 06(b), 08, 10 will carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-3: This paper will consist of 100 marks** ( Theory Paper will Carry 50 marks objective type and 50 marks for Practical of computer practical out of which 20 marks submission of report and 30 marks for practical) to be taken internally by the institute.
4. **EPC- 4:** Theory Paper Will Carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be internally assessed for assessing the sessional work.

**Question Papers**

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7

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- ✓ questions each carrying 5 marks. Section - B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
3. The syllabus of content part in papers VII A and B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e the question set on this part will be based on application of pedagogy.
5. EPC - 1, 2 & 4 Paper of 35 marks will have two sections. Section - A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section - B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
6. EPC-3. Question paper of 50 marks will be of objective type, containing 50 Questions each carrying one mark.

## **PART -2**

**School internship of 20 weeks ( 10 weeks each at B.Ed part I & II) and Practical work:-**

The Teaching Practice will carry 450 marks comprising of:

1. Internal Assessment( two years-B.Ed part 1 & 2)150+150=300 marks
2. External Examination ( two years-B.Ed part 1 & 2)75+75= 150 marks

Board of examiner for teaching practice as far as practicable each candidate will be examined. Board will consist of two external examiners and the principal or his/her nominee in each year.

The name of internal examiner may be proposed by the principal.

Internal- The distribution of 300 (150+150 each year) marks of internal assessment shall be as follows: (For each year)

### **INTERNAL ASSESSMENT SCHEME**

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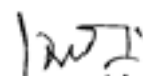
MARKS-150+150=300  
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1. Micro Teaching 5 skill  
(Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching 20 Marks per year  
Including unit test in paper  
VII (a) (b)  
(Lesson 20 per year)
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
  - Ordinary Lesson
  - Demonstration Lesson
  - Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year
6. Practical in the audio- visual  
equipment on two topics( to be evaluated  
by Audio- visual in-charge) 10 Marks per year
7. Attendance Seminar/ Workshop 5 Marks per year
8. Internship (Block Practice Teaching)
  - Teaching of Method subject (15X1) 15 Marks per year
  - Social Participation in Group 10 Marks per year
  - Participation in all activities of school 10 Marks per year
  - Report of any feature of school /  
Case study/ Action Research 15 Marks per year

**V Organization evaluation of practice teaching:**

1. Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

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3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
  - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
  - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

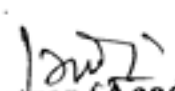
## VI Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the B.Ed, part-1 & 2 Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessionals (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II ( school internship Practice of Teaching ) a candidate shall be required to obtain separately at-least-
  - ❖ 40 percent marks in the external examination.
  - ❖ 40 percent marks in internal assessment.
- (4) The successful candidates at B.Ed part-1 & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

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**B.Ed - 01**

**Childhood and Growing up**

**Marks -100**

**Objectives:**

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

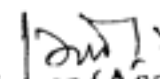
**Unit I: Role of psychology to understand the child**

- Psychology: Meaning, nature & branches of psychology.
- Methods of psychology: case study and experimental. Edu. 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 vgotsky cognitive development
  - b) Freud's psycho- sexual development
  - c) Erikson's psycho social development
  - d) Linguistic development
  - e) Kohlberys' gilligan's moral development
  - f) Bandura's social developments
  - g) Gessel's maturation theory

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### Unit 3: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, peer 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 4: 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 Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour, Multi-Culturalism, Changing roles and responsibilities in contemporary Indian society with regarding educational psychology.

### Unit 5: 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 Kurt Lewin'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.

### Test and Assignment:-

- Class Test 10 Marks
- Project (Any one of the following) 10 Marks

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

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**Contemporary India and Education**

**MARKS-100**

**Objectives:-**

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

**Course Content**

**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 for Equalization and Improvement of Marginalization groups



- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, 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.

### **Test and Assignments :-**

- |                                |          |
|--------------------------------|----------|
| 1. Class Test                  | 10 marks |
| 2. Any one of the following: - | 10 marks |

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- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

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28. गुप्ता, एस. पी. एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।
32. जीवन कौशल शिक्षा : राज्य संदर्भ केन्द्र, राजस्थान पौढ शिक्षण समिति, जयपुर।
33. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

### B.Ed -03

#### **Learning and Teaching**

MARKS -100

#### **Objectives:**

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.

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3. To study the relationship between teaching and learning and the factors which influence learning
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

#### **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 Technolog**

- 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.

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- 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 organisation 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 organise 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

#### **Test and Assignment:-**

1. Class Test 10 MARKS
  2. Any One 10 MARKS
- Preparation and practical implication of at least two technical learning resources ( transparencies, Power Point Slides, Animated Videos)
  - Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
  - Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
  - Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

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**Language across the curriculum**

**Marks-50**

**Objectives:**

This course will enable the pupil teacher to-

1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the class room
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

**Unit 1**

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

B)-(1) Home language (mother tongue) and school language/second language. 2) Formal and informal language (3) Oral and written language – meaning, principles, objectives, importance, relation, differences

**Unit-2**

A)- 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.

B)- Language skills –(LSWR-Listening, speaking, writing, reading) Meaning, concepts, importance, co-relation, methods and techniques.

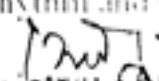
Language laboratory- Need, Importance, Advantage, Use in teacher's training

**Unit-3**

A) **Listening skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude.

B) **Speaking skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude

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**C) Writing skill** - Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition essay story letter poetry, incidents, report articles etc.

**D) Reading skill** - Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading

**Test and Assignment:-**

**(15 MARKS)**

1. Class Test (5 marks)

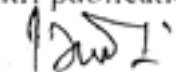
2. Any One (10 marks)

- Discuss with students and find out the different language they speak, prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of a primary level students and make remedial strategy.
- Organizing an activity based game to motivate students for creative questioning.
- Close and critical reading/discussion in small groups
- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.

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**Understanding Disciplines and subjects**

**Marks 50**

**Objectives:-**

After completing the course the students will be able:-

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

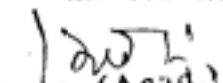
**Unit-I Meaning and concept of disciplinary knowledge**

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

**Unit -II School Subjects on Disciplines**

- Impact of School Subjects on Disciplines:-
1. Social Science: Methods: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-storming, Dramatization, Co-operative-Learning, Experiential-Learning
  2. 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.
  3. Maths: 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.
  4. Language: Story, Novel, Poetry, Personal Essay, Pen Portrait, Travelogue, Self Narration, Memories

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- Redefinition of the school subject with concern to social Justice
- Meaning of Social cultural perspective in context of Universal education

### Unit - III 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 Disciplinarity and Relation with School Curriculum
- Creativity development of learning through horticulture and hospitality

### Test and Assignment:-

1. Class Test 5 Marks
2. Any one of the following 10 Marks
  - Prepare charts with related language ( Hindi, English, or Sanskrit)
  - Preparation of a talk with related social justice.
  - Collection of news papers cutting related with horticulture and hospitality.
  - Prepare a lab with related science and maths tools and their operation.
  - Life sketch and contribution of any two Indian scientists and socialistic.
  - Study of any one aspect of social issues and prepare a report.
  - Preparation of Five (5) word cards, 5 picture cards and cross word puzzles (Language)
  - 5 microteaching skills & 5 macro- teaching (based on different innovative methods)

### References:-

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**PAPER:-VII (a),(b)**

**हिन्दी शिक्षण**

**100 अंक**

**उद्देश्य -**

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. भाषा की पृथक्-पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावां और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी वास्तविकियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।

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16. निदानात्मक एवं उप-नगरात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

### इकाई – प्रथम

#### भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –  
(क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (संस्वर व मौन)  
(ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन  
(i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii) कार्यालयीय हिन्दी, (iv) विधि के क्षेत्र में हिन्दी  
(v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी  
(vii) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

#### इकाई – द्वितीय

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम – प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई-कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट ई-यूनिवर्सिटी, भाषा-प्रयानशाला

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- पाश्चात्य विद्वानों की दृष्टि से – जे.प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रा अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

#### इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  - (ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्व एवं उपयोग।
  - (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

#### इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –
  - (अ) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन, आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
  - (ब) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)
  - (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (द) प्रश्न पत्र निर्माण एवं नोलपत्र

#### समसामयिक कार्य

- 1 कक्षा परीक्षा (टेस्ट)

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- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र-पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

### सन्दर्भ ग्रन्थ सूची -

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ - साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुक्तिकान्त (2010) हिन्दी शिक्षण-अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम.एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।

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5. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (जी.) अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त" विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डा. सावित्री (2001) हिन्दी शिक्षण, मेरठ-1

### **PAPER:-VII (a),(b)**

### **संस्कृत शिक्षण**

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#### **उद्देश्य -**

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
9. कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ उत्पन्न कराना।
11. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

#### **इकाई - प्रथम**

##### **भाषा की भूमिका -**

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्व एवं प्रकार

  
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मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में भाषा
  3. अधिगम में भाषा का केंद्रीयकरण
  4. बहु-भाषीय वक्ष्य वक्ष
- भारत में संस्कृत भाषा की स्थिति
  - (i) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351
  - (ii) कोठारी कमीशन (1964-1966)
  - (iii) NPA (1986)
  - (iv) POA (1992)
  - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

### इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरण शिक्षण
  - iv. कहानी शिक्षण
  - v. नाटक शिक्षण
  - vi. उच्चारण शिक्षण
  - vii. रचना शिक्षण
  - viii. अनुवाद शिक्षण
- उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष
- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
  - (अ) परम्परागत – नाटक, अभिनय कथा, सेमिनार, कार्यशाला



- (v) संचार माध्यम – वेबसाइट्स, विकीपीडिया
- (i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
- (ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (भल्ली मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला

### इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –
  - (I) पाणिनी व यास्क के अनुसार।
  - (II) प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
  - (III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।
- विधियों का अनुप्रयोग –
  - (i) तृतीय भाषा अधिगम मनोविज्ञान
  - (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ
  - (iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
  - (iv) भाषा का व्यवहार में प्रयोग
  - (v) अन्य विषयों के साथ संस्कृत का समन्वय
  - (vi) त्रुटियाँ व उपचारात्मक कार्य
  - (vii) संस्कृत भाषा की चुनौतियाँ
  - (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
  - (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

### इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (a) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का समन्वय

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- (ब) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास।
- (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
- (द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।

### इकाई (पंचम)

- संस्कृत शिक्षण में आकलन -
  - (1) संस्कृत भाषा विकास की प्रगति का आंकलन - सतत और समग्र मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
  - (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
  - (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (4) प्रश्न-पत्र निर्माण एवं नील-पत्र

### समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
  2. निम्न में से कोई एक 10 अंक
- अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
  - संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
  - किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
  - किसी एक संस्कृत पत्रिका की समीक्षा।
  - संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
  - पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में आलेख तैयार करना।
  - छायाचित्राधारित शिक्षाप्रद कथा लेखन।

### सन्दर्भ ग्रन्थ -

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) भाषा



- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill 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, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

## UNIT – III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

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- Approaches, methods and techniques. Whole language approach. Structural-Situational approach. Communicative approach. Task based approach. Eclectic approach. Direct method. Bilingual Method. Audio-lingual method CALL (computer assisted language learning) and CALT (Computer assisted language teaching). Role play. Simulation. Group work and Drill technique. Study the above approaches & methods in the light of -Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions -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, Modal 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, blackboard, 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.

#### SESSIONAL WORK:-

1. Class Test

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10 marks

  
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2. One of the following

10 marks

- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

#### REFERENCES:

1. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language. Longman.
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**PAPER:-VII (a),(b)**

**Pedagogy of Urdu**

Marks-100

**OBJECTIVES:-**

On completion of the course the student teacher will be able to :-

- Understand the basic concepts and functions of language with special reference to urdu.
- Acquire knowledge of objectives of teaching urdu at the secondary stage.
- Acquire knowledge of different methods of teaching urdu at the second cary stage.
- Plan and Teach lesson in urdu prose,potry,Drama,Grammar,and Composition.
- Under stand constructive approach to language Teaching and Learning.
- Prepare unit plans, Daily lesson plans and to analyse the subject content in terms 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 in to.the symbiotic relationship between curriculum syllabus and Text books.
- Knowledge of Evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.

**CONTENT:-**

**UNIT-I**

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- Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, 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,Intersive 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 Informal)
- Essay writing.

## UNIT-II

- Objectives 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 -III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of urdu Literature(i) Prose(ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities.

## UNIT-IV

- Planning for teaching urdu: Need and importance of planning

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- 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-V

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

#### Assignments :-

1. Class Test 10 marks
  2. Any one of the following :- 10 marks
- Analysis of one text book prescribed at the secondary stage.
  - Writing knowledge , understanding and skill objectives of teaching prose and poetry with specification  
(5 each)
  - Preparation of two teaching aids useful for urdu teaching.
  - Prepare activities for listening, speaking , reading and writing.(5 each)
  - Preparation of objective Type Test.
  - Prepare three activities to develop the writing skill of class VI student.

#### REFERENCES:-

1. Inamullah sharwani : "Tadrees-e-zaban-e-urdu" usmania book depot,1-25 Rabindra saraus cal-73.
2. Khan Rasheed Hasan : "Urdu Kaise Likhen" Maktaba Jamia limited jamia nagar, New Delhi 1997.
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5. Moin uddin : "udru zaban ki Tadrees" National council for Promotion of urdu Language(NCPUL) New Delhi-2000
6. Moin uddin : "Hum urdu Kaise Parhayen" NUPUL, west block R.K.Puram New Delhi 2000.
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· Ali akthar Hashmi : "Sanvi madaris mein Tadrees" (NCPUL) New Delhi 1998.
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**PAPER:-VII (a),(b)**  
**PEDAGOGY OF HISTORY**

**Marks-100**

**Objectives:-**

1. To enable the student teachers to understand the importance of History.
2. To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
4. To provide knowledge of different methods /devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of History.
7. To emphasize the role of History in developing the national integration and international understanding.
8. To develop an interest in teaching of History.

**Unit I**

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- 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

## Unit – 2

### 2.1 Models of teaching :

- a. Discovery model
- b. Value Attainment model
- c. Enquiry model

### 2.2 Methods of teaching :

- a. Lecture method
- b. Project method
- c. Supervised study
- d. Story-Telling Method
- e. Biographical Method
- f. Source Method

### 2.3 Innovative Practices

- a. Brain -storming
- b. Dramatization
- g. Co-operative-Learning
- h. Experiential-Learning

### 2.4 Planning :

- a. Annual plan
- b. Unit plan
- c. Lesson plan

## Unit – III

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- 3.1 a. Teacher as a transformer of cultural & Historical Heritage.  
b. Teacher as a facilitator  
c. Qualities and professional growth of a History 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. Field Trips  
c. History resources center  
d. Co-Scholastic activities based on school curriculum  
e. History club

UNIT – IV

4.1

- (a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.  
(b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2

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

4.3

- (a) Content Analysis of History Textbooks at secondary level.  
(b) Use of Library and other instructional materials & Source: Primary and Secondary.

UNIT, V

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5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

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

**Test & Assignments:-**

1. Class Test 10 Marks

2. Any one of the following :- 10 Marks

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
- Preparation of History Practical Note Book :
  - (a) Twelve Historical maps – six each from Indian and World History.
  - (b) Time – Line Charts four each from Indian and World History.
  - (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
  - (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

**REFERENCES:-**

1. Arora, K.L.. Itihas Shikshan, Ludhiana Prakash 1982.
2. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
3. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Boodhane.
4. N.C.E.R.T. (1970) effective teaching of History in India A Hand Book for History Teaching
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6. Roddannavar J.G. (2009) Method of Teaching history and civics.
7. S.K. Kochhar - Teaching of social studies sterling publisher New Delhi.

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**PEDAGOGY OF ECONOMICS****Marks-100****Objectives-**

To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

**COURSE CONTENT:-****UNIT I-Nature, Scope and objective.**

- Meaning, Nature, 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.

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- 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, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, 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

### Sessional Work (20 Marks)

1. One test of 10 Marks.

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2. Any one of the following 10 Marks.

- ☞ Content analysis and preparation of instructional material related to any unit of subject related to Economics.
- ☞ Construction of objective type test items.
- ☞ Prepare five slides related to economics teaching content at senior secondary level.
- ☞ Critical appraisal of economics syllabus at senior secondary level.
- ☞ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

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15. Teacher's Manual in economics : Dr.N.Hasen published law. Regional College of Edu.Ajmer.

**PAPER:-VII (a),(b)**

**PEDAGOGY OF CIVICS TEACHING**

MARKS-100

**Objectives:-**

The Pupil-Teacher will be able to

1. Explain and Discuss the Meaning, Nature and Scope of Civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of Teaching method and Teaching techniques.
8. Understand & analyze contemporary issues related with Civics.

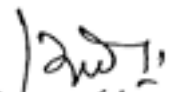
**Unit-1**

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. 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.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

**Unit - 2**

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model

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- b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
- c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning
- d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

### Unit – III

- 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

- 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

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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, Learners' profile, Open book exams, Learners' portfolio.

**Assignments :-**

1. Class Test 10marks
2. Any one of the following :- 10 marks
  1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
  2. Analysis of Curriculum Policies/Documents and existing school curriculum.
  3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
  4. Development and organization of political science society.
  5. Study of a selected problem of community life related with the area of civics.
  6. Development and execution of a project of civics.
  7. Collection of source materials related with civics.
  8. Content analysis of the syllabus of the grade which has been taught by the student – teacher with special reference of:
    - a. Identification of concept.
    - b. Identification of life- skill.
    - c. Identification of activities and experiments.

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**Objectives :-**

To enable the Pupil – Teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

**Unit – 1**

1.1 Meaning, Nature and scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.

Emerging concepts and trends in Geography:

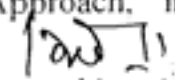
- (a) Geography as a description of the earth.
- (b) Geography as a study of natural phenomena and their effect on man.
- (c) Geography as a study of Landscape-Physical and cultural.
- (d) Geography as a study of real difference.
- (e) Geography as a study of spatial relationships.
- (f) Geography as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

1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature

1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism Approach.

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## Unit – 2

### 2.1 Models of teaching in reference of Geography teaching :

- Concept Attainment model
- Value Attainment model
- Inquire model
- Discovery model

### 2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method
- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

### 2.3 Innovative Practices:

- Brain -storming method
- Co-operative-Learning
- Experimental-Learning

### 2.4 Planning:

- Content Analysis
- Annual plan
- Unit plan
- Lesson plan

## Unit – III

### 3.1

- 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

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- 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

- 4.1 a. Local Geography: It's meaning significance and use as method of study.  
b. Regional Geography: Its 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

- 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, Learners' profile, Open book exams, Learners' portfolio.

### Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Each pupil teacher is required to conduct and prepare a brief report on anyone of the following :
  - (i) Socio-Economic/Demographic survey of a village as a Geography.
  - (ii) Land utilization survey of a village.
  - (iii) Traffic survey of a town.
  - (iv) Any other survey of a similar nature.

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- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

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#### PAPER VII (a)(b)

#### **PEDAGOGY OF SOCIAL STUDIES**

**MARKS-100**

#### **OBJECTIVES:**

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.

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3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. Analysis of present day problems in social context.
9. To develop the skill of preparation and evaluation of question papers.

## **COURSE CONTENTS**

### **UNIT-I Nature, Scope and objective.**

- Meaning, Nature, 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**

1. Social studies teacher – Qualities and Role in Global Perspective
2. Methods of teaching of social studies— Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies Narration, Description, Illustration, Questioning, Assignment and Field trip.

4. 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 tests; designing a Blue Print for a question paper.

#### Sessional Work (20 Marks)

1. One test 10 Marks

2. Any one of the following. 10 Marks

- Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
- Construction of objective type test items.
- Prepare five slides related to Social Studies teaching content at senior secondary level.
- Critical appraisal for Social Studies syllabus at senior secondary level.
- Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF MATHEMATICS**

**Marks – 100**

**Objectives:**

On completion of the course the future teacher educators will be able:

1. To enable prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
2. To enable the nature, characteristics and structure of mathematics and its correlation with other areas.
3. To enable the processes in mathematics and their importance.
4. To enable the content categories in mathematics and illustrate with examples.
5. To enable understanding of the Goals, Aims and Objectives of teaching mathematics at secondary school level.
6. To enable awareness about the objectives of teaching mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.
7. To enable understanding and skill in preparing lesson episodes based on Five E model; different approaches, methods, models and techniques of teaching mathematics.
8. To enable understanding about collaborative learning and cooperative learning strategies.
9. To enable the prospective mathematics teachers as facilitators for effective learning of mathematics.
10. To enable prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.
11. To enable skill in assessing mathematics learning.
12. To enable prospective mathematics teachers as reflective practitioners.

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### **UNIT I Nature and Structure of Mathematics**

- a) Meaning and characteristics of mathematics– Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- b) History of Mathematics education : Ancient period to 21st century
- c) Contributions of eminent Mathematicians( Western & Indian-4 each)
- d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -
- e) Undefined 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
- f) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

### **UNIT- II Objectives and Approaches of Teaching Mathematics**

- a) 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.
- b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,
- c) Process oriented approach, Competency based approach, Realistic mathematics education.

### **UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:**

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

### **UNIT – IV Pedagogical content knowledge of mathematics**

- a) Concept of pedagogic content knowledge (PCK)
- b) Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std:-Content analysis, Listing pre-requisites, instructional objectives and task analysis

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- c) Analysing 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
- d) Analysing and selecting suitable evaluation strategies
- e) Identifying the misconceptions and appropriate remedial strategies

#### UNIT-V Technology in mathematics education

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

#### SESSIONAL:

1. Class Tests      10 MARKS

2. Any one          10 MARKS

- a) Group puzzles activity
- b) Preparation of teaching aids
- c) Demonstration of teaching aids
- d) Collection of newspaper cuttings related to learning of a unit in mathematics.
- e) Preparing a script for radio lesson or T.V. lesson in mathematics.
- f) Visiting a mathematics lab in a school and presenting a report.

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**PAPER:-VII (a),(b)**

**Pedagogy of Physics**

MARKS:-100

**Objectives:-**

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientists in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) Inculcation of scientific attitude and science related values. (d) Plan, manage physics laboratory and organize physics practical work
5. Develop skill of critical appraisal of Physics text book.
6. Select and effectively make use of teaching aids.
7. Organize co-curricular activities related to physics.
8. Plan and critically appraise Physics curriculum at senior secondary level.

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9. Prepare, use and analyze achievement tests for evaluation of learning outcomes of Physics.

#### **Course content**

##### **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, Chadershekhar, 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, 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

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#### 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

##### Sessional Work –

1. Class Test 10MARKS
2. Any one of the following: 10MARKS
  - Case study of any one Senior Secondary School Laboratory of Physics.
  - Preparation of a diagnostic test of physics on any one unit.
  - Planning activities for teaching a unit of physics using local resources.
  - Conducting and reporting a practical class in Physics Laboratory

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### PAPER:-VII (a),(b)

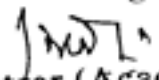
### PEDAGOGY OF CHEMISTRY

Marks-100

#### Objectives -

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.

  
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7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

#### **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.

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- 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.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Planning and Conducting Experiments.
- Preparation of models and charts.
- Preparation of Chemistry Projects.
- Criticals analysis of chemistry textbooks.
- Preparation of design, blue print for teacher made test.
- Development of self-instructional material on any one topic of Chemistry
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.

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- Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
- A critical study of any one senior secondary Lab of chemistry.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.

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PAPER:-VII (a),(b)  
**PEDAGOGY OF BIOLOGY**

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**Objectives:**

To enable student Teacher to

1. Understand the Nature, Place Values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system
8. Plan and organize chemistry practical work at the Laboratory
9. Organise Co-curricular activities and utilize community resources promoting Science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

**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.

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- Qualities & 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 and approaches

- Lecture method, Demonstration method, Lab-based methods, 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.

### Sessonal Work:(20 Marks)

(1) Class Test ..... 10 Marks

(2) Any one of the following-- 10 Marks

- Life sketch & contribution of any one prominent Indian Biologist.
- Preparation of Harbarium (scrap book)
- Prepare any one of the following related to environment education.  
(i) poster (miniature), (ii) Article, (iii) Story, (iv) Play

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- Description of any two teaching models.
- Prepare a Radio or T.V. script.
- Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

#### REFERENCES:-

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

#### PAPER VII (a)(b)

#### Pedagogy of General Science

MARKS:-100

#### OBJECTIVES:-

The Pupil- teacher will be able to-

1. Familiarize with nature of General Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.

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4. Understand the basic concepts of General Science.
5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question paper.

#### **Unit - 1 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 - 2 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 textbook.

#### **Unit - 3 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- 4 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 - 5 Pedagogical analysis & Evaluation in General Science**

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- 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

#### Sessional Work –

1. Class Test 10 marks
2. Any one of the following: 10 marks
  - Preparation of a diagnostic test of physics on any one unit.
  - Analysis of syllabus.
  - Evaluation of textbook.
  - Content analysis of one unit.
  - Conduct presentation of lesson/ Unit.

#### REFERENCES:-

1. Cartin. A.A. and Sund, R.D. (1972). *Teaching Science through Discovery*. London: Merrill.
2. Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
3. Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
4. Hurd Dihurt, P. (1971). *New Directions in Teaching School Science*. Chicago: Rand McNally Co.
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7. Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot. *New UNESCO Source Book for Science*. France: UNESCO.
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#### PAPER:-VII (a),(b)

#### Pedagogy of Home Science

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**Objectives:**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

**COURSE CONTENT:****UNIT-I**

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural 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**

- a) Micro teaching skills relevant in Home science.
- b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

**UNIT-III**

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

- 4 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

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.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Food – its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.
- Cleaning and polishing of brass, silver, glass and plastic articles.
- Guidelines for making flower arrangement and rangoli.
- Immunization Schedule
- Organisation of mid-day meals in schools

#### 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

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7. Kapoor, Ritu (1994). *Teaching of Home Science*. Ludhiana: Parkash Book Depot.
8. Mago, Neelam *Teaching of Home Science*. Ludhiana: Tandon Publications.
9. Seshaiiah, 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: A.P.H. Publishing Corporation.
12. Yadav, Seema (1994). *Teaching of Home Science*. New Delhi: Anmol Publications.

**PAPER:-VII (a),(b)**

**PEDAGOGY OF COMMERCE PRACTICE**

MARKS-100

**Objectives:**

On completion of the course, the student-teacher will be able to:

1. Develop an understanding of content of commerce and accountancy
2. Understand the characteristics of Commerce and its role in the development of modern society.
3. Understand the Commercial implications of various theories of learning
4. Gain competency in using modern psychological theories to device teaching learning process.
5. Understand the nature and functions of various instructional supports.
6. Improve the understanding of the principles of curriculum construction and organization in Commerce
7. Develop the understanding of the various methods and approaches and techniques of commerce teaching
8. Identify the role of IT in Commerce Education.
9. Develop an appreciation towards the role of commerce in daily life.

**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:

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Economics, Geography, accounting, Mathematics, Statistics, International relations, Business, Management information system.

- Nature and Significance of Commerce Education: Meaning, Definitions, 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 -2 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 -3 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- 4 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

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- Community Resources and its utilization

#### ♦ UNIT:5 – 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

#### SESSIONALS:

1. Class Test 10MARKS

2. ANY ONE 10MARKS

- Report writing on Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
- Organizing and conducting commerce club activities.

#### References:

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

PAPER:-VII (a),(b)

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## PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY

Marks-100

### Objectives:

To enable student Teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at School level.
3. Develop the ability to critically evaluate the existing school curriculum of Book Keeping & accountancy
4. Impart knowledge of the methods and devices of teaching Book-Keeping and accountancy to develop the skill of using the same.
5. Apply appropriate methods in teaching particular topics for Book-Keeping & accountancy.
6. Prepare achievement and diagnostic test.
7. Develop necessary skills in preparation of using various teaching aids.

### Unit-I

- 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

- 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

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### UNIT-III

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

- 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 performance.
- Achievement Test,
- Diagnostic Test,
- Blue Print

### Sessional Work (20 Marks)

- One test of 10 Marks
- Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test

Preparation of a lesson plan based on any innovative method.

### References:

1. Aggarwal, J.C.:Teaching of commerce.
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnati, Ohio.

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3. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book store, Agra (Hindi and English Version)
4. Harvey: Ways to teach Book-keeping and Accounting
5. J.N.Vaish: Book-keeping and Accounts, Part I and II (Hindi and /English version).
6. Parikh, Dr.A.K.M.: Lesson planning in India schools, Subha sanchar, Ajmer.
7. Selby: The teaching of Book-keeping
8. Tonne, Pohem and Freeman: Method of teaching Business Subject Gregg Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselma and J. Marshall Hannia: Teaching Book-keeping and Accountancy, Gregg Pub.Div., Mc Graw Hill Book Co., Inc. New York.
10. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London

**PAPER:-VII (a),(b)**

**Pedagogy of Drawing and Painting**

**100 Marks**

**Objectives:**

To enable student teacher to:

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

**COURSE CONTENT:**

**UNIT-I**

- 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**

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- 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

- 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

- 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

Micro teaching

Yearly, Unit,& Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.

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**Assignments :-**

1. Class Test 10 marks
2. Any one of the following - 10 marks

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I. Landscapes - 2
- II. Still life - 2
- III. Poster - 2
- IV. Composition - 2

**REFERENCE**

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 [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakasha

**PAPER:-VII (a),(b)**

**Pedagogy of Music Teaching**

Marks - 100

**Objectives:**

To enable student teacher:-

1. To understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various Ragas and different talas.
5. To enable student teachers to organise competitions.

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6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

**Unit - 1 Music: Brief Introduction**

- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

**Unit - 2 Music in School Curriculum**

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

**Unit - 3 Micro-Teaching & Skills**

- Methods of Teaching Music.
- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

**Unit - 4 Biographies of following eminent musicians:**

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhattachande

**Unit - 5 Types of Tals & Ragas**

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- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Chartal.
- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

#### SESSIONALS:-

1. Class Test 10 marks
2. Any one 10 marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
- Music and Folk music.

#### REFERENCES:-

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
3. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.

#### PAPER:-VII (a),(b)

#### Pedagogy of Psychology

100 marks

#### Objectives

After completion of the course the pupil teachers will be able :

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1. To enable an understanding about the meaning, nature, scope of psychology Education.
2. To enable the distinction and overlap between psychology and educational psychology.
3. To enable the role of various methods and approaches of teaching psychology.
4. To enable Approaches to organization of psychology curriculum and Methodology of developing curricular materials
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

#### **UNIT I Introduction of Psychology**

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Psychophysics
- Nature of Psychology as a science
- Subject matter of Psychology

#### **UNIT-2 Need of Psychology**

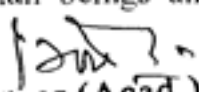
- Place of Psychology in modern life (a brief and general account)
- Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life
- Importance of Psychology in the school curriculum – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people

#### **UNIT-3 Aims and objectives of teaching Psychology**

- Cognitive – knowledge, understanding analysis, synthesis and evaluation of human behaviour around
- Effective – development of right values, attitudes, interest and motivation related to study of human behaviour
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools

#### **UNIT-4 Teaching strategies**

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- Class – room based lecture, discussion, seminar, workshop, modelling
- Laboratory based – experimental studies
- Field based – survey, project, field visit of various form
- Observation
- Clinical – case study

#### **UNIT-5 Pedagogical analysis of content**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

#### **Assignments :-**

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Case study of an adolescent learner
  - Case study of a learner with special needs
  - Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain
  - Based Principles of learning
  - Administration & Experiment on i) Memory Retention, ii) Perception, iii) Imagination

#### **REFERENCE**

1. Advanced Educational Psychology : S. K. Mangal, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Bhatnagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition ( Eurasia PublishingHouse.
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5. Dutt, N.K.: Psychologica Foundation of Education (Doaba Publishing House)
6. Educational Psychology : Jitendra Mohan, Willey Eastern Limited
7. Educational Psychology – Shukla and Saffaya
8. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
9. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers- Hindi Versions)

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10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

**PAPER:-VII (a),(b)**

**Pedagogy of Sociology**

Marks 100

**Objectives :**

After completion of the course the pupil teachers will be able:

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
2. To develop an understanding of pupil teachers concerning curriculum organization.
3. To acquaint pupil teachers with different methods and techniques of teaching of sociology.
4. To acquaint the pupil-teachers with different audio-visual aids.
5. To develop proper understanding of different techniques of evaluation.
6. To acquaint the pupil-teachers with recent trends in sociology.
7. To Prepare and effective use of teaching aids.
8. To organize discussions, tours, exhibitions and practical activities.
9. TO Interpret of socio-economic and population data.
10. To analyse present day problems in social context.
11. To develop the skill of preparation of lesson plan and its presentation and preparation and evaluation of question papers.
12. To set and equip the room to teach sociology.

**Course Contents :**

**UNIT-I**

- Meaning, nature, scope and importance of sociology in modern context.
- Relation of Sociology with other subjects, (Political Science, History, Literature (languages), Psychology and Geography)
- Aims, objectives and values of teaching of Sociology.
- Recent trends in teaching of Sociology.

  
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## UNIT-II

- Principles of constructing curriculum of Sociology.
- Approaches of organization of Sociology curriculum.

Unit (b) Concentric (c) Topical

- Critical analysis of Sociology syllabus at the senior secondary stage.
  - Social Instructions – Marriage, Family, Kinship.
  - Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
  - Social groups – Meaning, characteristics and classification.
  - Social mobility – Meaning, types, factors.
  - Role of Sociology in developing national integration and internationalism.

## UNIT-III

1. Methods of teaching

(a) Lecture method (d) Source method

(b) Discussion method (e) Problem method

(c) Project method (f) Survey method

2. Techniques and devices of teaching

(a) Assignments (d) Seminars

(b) Symposium (e) Dramatization

(c) Illustration (f) Questioning

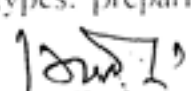
## UNIT-IV

- Sociology text-book; importance and qualities, supplementary material.
- Sociology room – Importance, equipments.
- Teacher of Sociology – Importance, qualities and competence.
- Teaching aids : Meaning, importance and types. Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

## UNIT-V

- Yearly, unit, & Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- Evaluation – Meaning, modern concept, importance and types: preparing blue-print and writing objective based test items.

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### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Study of a selected problem of community life related with the area of sociology.
- Development and execution of a project of sociology.
- Collection of source materials related with sociology.
- Content analysis of the syllabus of the grade which has been taught by the student –teacher with special reference of:
  - a. Identification of concept.
  - b. Identification of life- skill.
  - c. Identification of activities and experiments.

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### PAPER:-VII (a),(b)

### Pedagogy of Computer

Objectives:

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After completion of the course the pupil teachers will be able :

1. To develop an understanding of Computer system and its working.
2. To develop an understanding of the educational uses of various features of MSOffice for communication.
3. To create an awareness of the various uses of computer as a tool, Tutor and Tutee.
4. To develop the skills of software used for learning through computers as cognitive tools
5. To create awareness about the various educational Apps and resources offered by the Internet browser like Firefox and Google Chrome.
6. To enable the use of social media for teaching, learning and related resources.
7. To develop the skill of preparing effective multimedia presentation and instructional material using computers.
8. To understand the concept of Open Education Resources & use of internet

#### **Unit I: Computer Education: Pedagogy**

- Computer Education: Concept, need and importance, Application of computers with special reference to education and society.
- Aims and objectives of computer education, present and future of computer education in Indian schools.
- Formulation of instructional objectives in behavioral terms

#### **Unit II: Teaching Methods and Approaches**

- Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- Advanced methods of teaching: CML, CAI, mobile learning, and online learning

#### **Unit III: Computer Education: Curriculum and text books**

- Computer Education Curriculum: Concept and principles of curriculum for computer education , need of curriculum development cell for computer education
- E-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

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#### **Unit IV: Computer Teacher and Computer laboratory**

- Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
- Community resources utilization: Concept, need, and importance e.g. computerize banks and hospitals etc.
- Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- Programming languages: Concept and generations
- Internet

#### **Unit V: Lesson Planning and Evaluation**

- Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan
- Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical.
- c) Role of computers in evaluation
- Recent trends in computer teaching learning process

#### **Assignments :-**

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Preparation of marksheet and question bank
  - Preparation of instructional material/courseware using Ms word, Ms powerpoint
  - Preparation of mark register of a class and its statistical and graphical presentation.

#### **REFERENCE :**

1. An Initiative of National Internet Exchange Of India & Digital Empowerment Foundation, Digital knowledge centre
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4. Intel (2003): *Intel innovation in Education Intel. Teach to Future-Students Work Book* Kuar Heman, Meerut: R. Lal Publisher.
5. Integrating Educational Technology In to Teaching, 4/E (With Cd), Pearson Education India, Sept 2007.
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### PAPER:-VII (a),(b)

#### राजस्थानी शिक्षण

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#### उद्देश्य –

- राजस्थानी भाषा के विभिन्न रूपों की समझ विकसित कर उसकी संरचना के बारे में बताना।
- राजस्थानी भाषा कौशल व शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराकर, विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
- राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि को समझ विकसित करना।
- राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अवबोध कराकर विभिन्न विधाओं व माध्यम से सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
- कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में राजस्थानी भाषा का सफल प्रयोग कराना।
- पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ विकसित कराना।
- राजस्थानी भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कराने की योग्यता व भाषा प्रयोगशाला की आवश्यकता एवं प्रक्रिया की समझ पैदा करना।
- राजस्थानी भाषा की अशुद्धियों का कौशलानुसार निदान व उपचार की योग्यता।

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- राजस्थानी भाषा शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र का निर्माण की याग्यता विकसित कराना।

#### इकाई – प्रथम

राजस्थानी भाषा की भूमिका –

- राजस्थानी भाषा, शिक्षण के सिद्धान्त, महत्त्व, प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धि सिद्धान्त
- राजस्थानी भाषा का महत्त्व, राजस्थानी भाषा और साहित्य, राजस्थानी भाषा और अन्य भारतीय भाषा, आधुनिक भारतीय भाषा के रूप में, विद्यालयी स्तर पर शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में राजस्थानी भाषा –
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में राजस्थानी भाषा
  3. अधिगम में राजस्थानी भाषा
  4. बहु-भाषीय कक्षा-कक्ष
- भारत में राजस्थानी भाषा की स्थिति
- क्षेत्रीय भाषाएँ

मेवाडी, बागडी, शेखावाटी, अहीरवाटी, ढूँडाडी, हाडौती, वागडी, मेवाती, मारवाडी आदि

#### इकाई – द्वितीय

- राजस्थानी शिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरण शिक्षण
  - iv. कहानी शिक्षण
  - v. नाटक शिक्षण
  - vi. उच्चारण शिक्षण
  - vii. रचना शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना

- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से राजस्थानी शिक्षण

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- (अ) परम्परागत — नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
- (ब) संचार माध्यम —
- (i) प्रिंट मीडिया — समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
- (ii) इलेक्ट्रॉनिक मीडिया — रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

#### इकाई (तृतीय)

- राजस्थानी शिक्षण की विधियाँ —  
प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
- विधियों का अनुप्रयोग —
- (i) राजस्थानी भाषा अधिगम मनोविज्ञान
- (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ
- (iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
- (iv) राजस्थानी भाषा का व्यवहार में प्रयोग
- (v) अन्य विषयों के साथ राजस्थानी का समन्वय
- (vi) त्रुटियाँ व उपचारात्मक कार्य
- (vii) राजस्थानी भाषा की चुनौतियाँ
- (ix) राजस्थानी भाषा परीक्षण एवं मूल्यांकन

#### इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
- (अ) पाठ्यचर्या और पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध
- (ब) राजस्थानी में दत्त कार्य एवं क्रिया-कलापों का विकास।
- (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
- (द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।

#### इकाई (पंचम)

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• राजस्थानी शिक्षण में आकलन -

- (1) राजस्थानी भाषा विकास की प्रगति का आकलन - सतत और समग्र मूल्यांकन एवं स्व-मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
- (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
- (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
- (4) प्रश्न-पत्र निर्माण एवं नील-पत्र

**समसामयिक कार्य**

1. कक्षा परीक्षा 10 अंक
2. निम्न में से कोई एक 10 अंक

- अपने पड़ोस के 05 विद्यालयों का दौरा कर एक रिपोर्ट तैयार करें कि वहाँ राजस्थानी भाषा की क्या स्थिति है ?
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएं तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा राजस्थानी भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक राजस्थानी कवि का विस्तृत परिचय देते हुए उनके राजस्थानी में योगदान पर आलेख तैयार करना।
- किसी एक राजस्थानी पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का राजस्थानी में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

**सन्दर्भ ग्रन्थ -**

1. राजस्थानी भाषा - डॉ सुनीति कुमार चटर्जी राजस्थानी साहित्य शोध संस्थान उदयपुर
2. पुरानी राजस्थानी - डॉ तेसीतोरी अनु डा नामवर नागरी प्रचारिणी सभा वाराणसी
3. राजस्थानी व्याकरण- लेखक एवं प्रकाशक सीताराम लालस जोधपुर
4. संक्षिप्त राजस्थानी व्याकरण- नरोत्तम दास स्वामी सार्दूल राजस्थानी रिसर्च इन्स्टीट्यूट बीकानेर

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5. राजस्थानी भाषा एवं साहित्य –मोतीलाल मैनारिया हिन्दी साहित्य सम्मेलन प्रयोग
6. राजस्थान का भाषा और साहित्य– ग्रियर्सन अन आत्माराम जाजोरया राजस्थान भाषा प्रचार सभा जयपुर
7. राजस्थानी हिन्दी कोष भाग 2– डॉ भूपतिराम साकरिया तथा बद्रीप्रसाद साकरिया
8. पंचशील प्रकाशक जयपुर
9. आधुनिक राजस्थानी– साहित्य प्रेरणा स्रोत प्रवृत्तिया– डॉ किरण नाहटा
10. राजस्थानी गद्य उद्भव और विकास– प्र अखिल भारतवर्षीय मारवाडी सम्मेलन हरीसन रोड कलकत्ता

### Course – 8 : Knowledge and Curriculum

Marks-50

#### Objectives

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.
6. To transform teacher- pupils in to a vibrant knowledge-based society.

#### Unit 1 : Concept of knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity.
- Distinctions between-  
Knowledge and Skill.  
Teaching and Training.

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Knowledge and information.

Reason and belief.

#### **UnitII 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 III : 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.
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

#### **Tasks and Assignments**

1. Class Test .5 marks
2. Any one 10 Marks

- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
- Review of a text book of any school subject.
- Prepare a children's literature handbook.

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## References-


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## INTERNSHIP

### INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

1. Micro Teaching 5 skill (Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching including unit test in paper VII a+b (lesson 20 per year)  
20Marks per year
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year  
o Ordinary Lesson

  
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- Demonstration Lesson
  - Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year  
(for Art students- four in each method subject) and for science students-Two teaching aids and two practical in each method- per year.)
  6. Practical in the audio- visual equipment two ( to be evaluated by Audio- visual in-charge) 10 Marks per year
  7. Attendance /Seminar/ Workshop 5 Marks per year
  8. Internship (Block Practice Teaching)
  1. Teaching of Method subject (15X1) 15Marks per year
  2. Social Participation in Group 10 Marks per year
  3. Participation in all activities of school 10 Marks per year
  4. Report of any feature of school /Case study/ Action Research 15Marks per year

#### Course EPC- 1

#### READING AND REFLECTING ON TEXTS

Marks – 50

#### Objectives

After completion of this course, the student teacher will:

- Improve his/her proficiency in 'reading', 'writing', 'thinking', and 'communicating' in the language of instruction.
- Develop an interest in reading
- Improve his/her ability to understand instruction

#### Course Content:-

#### Unit 1: Engaging with narrative and descriptive account & expository writing

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

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literature/language pieces) For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

#### **Unit 2: 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, 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 3: Engaging with subject-related reference books**

- The student teachers should work in groups divided according to their subjects. Within these groups, pairs of 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**

1. Class Test      5 marks

2. Any One      10 marks

- Writing : Based on the text (e.g., summary of a scene, extrapolation of story or converting a situation into a dialogue)
- Group Discussion (on selected theme)
- Making notes on schematic form (e.g., flow diagram, tree diagram or mind map)
- Individual task, using reading strategies such as- scanning and skimming for extracting information.
- Making PPT to whole subject group.

#### **References-**

1. The 4 Language Skills  
[www.Englishclub.com/language-skill.htm](http://www.Englishclub.com/language-skill.htm)
2. Reading (Process) Wikipedia  
[www.wikipedia.org/wiki/reading-process](http://www.wikipedia.org/wiki/reading-process)

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**DRAMA AND ART IN EDUCATION**

**MARKS-50**

**Objectives:-**

To enable the students to—

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.
7. Understand about technical invasion in the field of art and future perspectives of drama and art education.
8. Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

**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.

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- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal dances, Contemporary dance in Modern India.
- 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— III 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.
- 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

#### Field Based Activities:

- Class Test 5 marks
  - Any one of the following 10 marks
1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
  2. Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.
  3. Prepare, Direct, or Participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan. perform it publicly and submit report.
  4. Make a Documentary film related with any subject of school and present it.

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5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
6. Write three Drama-Scripts by your own on the basis of creative writing for school children.
7. Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
8. Organize an exhibition related to any form of Visual Art in your respective institution.

#### REFERENCES:-

1. Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
2. Bhattacharya Dilip : Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
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5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, London.
6. Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
8. Krishna Rao U.S., Devi Chandrabhaga U.K. : A panorama of Indian dances, Shree Satguru Publication, New Delhi.
9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
10. Lal Ananda : Theatres of India, Oxford Univ. Press.
11. Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
12. Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhwn Robin D. , Tribhwan Preeti R. : Tribal Dances of India, Discovery Publication House, New Delhi. 1999.
14. Thames and Hudson : Arts & Crafts of India, London.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocke Bokks, New Delhi
16. Water house Devid : Dance of India, Popular Prakashan, Mumbai.
17. Watts George & Bown Percy : Arts and Crafts of India, Cosmo Publications, New Delhi.

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The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

### **B.Ed 06 b**

### **Knowledge and Curriculum( Part-2)**

**Marks-50**

**Objectives:**

After completing the course the students will be able:-

- 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 .
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

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### Unit-III 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.
- 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.

#### Test and Assignment:-

1. Class Test 10 Marks

2. Project (Any one of the following) 10 Marks

- Seminars discussions, movie appraisals, group work, field works,
- Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

#### References-

1. Aggrawal, J.C. (2008). Knowledge Commission -2006: Major Observation and Recommendations, Educational Reforms in India for the 21<sup>st</sup> Century. New Delhi, Shipra Publication.
2. Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.
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9. [www.knowlwdgecommission.gov.in](http://www.knowlwdgecommission.gov.in)
10. [www.ncert.nic.in](http://www.ncert.nic.in)
11. [www.takingglobal.org/exprest/article.html?cid-178](http://www.takingglobal.org/exprest/article.html?cid-178) .

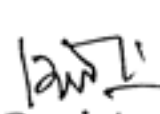
**PAPER:-VII (a),(b)**

**हिन्दी शिक्षण**

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**उद्देश्य –**

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक्-पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।

  
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13. भाषायी बारीकियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

#### इकाई – प्रथम

##### भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –
  - (क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)
  - (ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन
  - (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii) कार्यालयीय हिन्दी, (iv) विधि के क्षेत्र में हिन्दी
  - (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
  - (vii) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

#### इकाई – द्वितीय

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना

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- नवाचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम –प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई-कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई-युनिवर्सिटी, भाषा-प्रयोगशाला

#### इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, बरनी, कामताप्रसाद गुरू, किशोरी दास बाजपेयी
- पश्चात्य विद्वानों की दृष्टि से – जे.प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

#### इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  - (ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्व एवं उपयोग।
  - (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

#### इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –

  
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- (अ) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
- (ब) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)
- (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
- (द) प्रश्न पत्र निर्माण एवं नीलपत्र

#### समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट)

10

अंक

2. निम्न में से कोई एक

10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र-पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।

  
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- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची -

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ - साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुतिकान्त (2010) हिन्दी शिक्षण-अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) 'भाषा विज्ञान तथा सिद्धान्त' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ-1

### PAPER:-VII (a),(b)

#### संस्कृत शिक्षण

100 अंक

उद्देश्य -

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।

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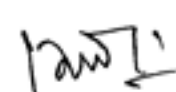
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3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
9. कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ उत्पन्न कराना।
11. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

### इकाई – प्रथम

#### भाषा की भूमिका –

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्त्व एवं प्रकार  
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –

  
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1. स्नातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में भाषा
  3. अधिगम में भाषा का केन्द्रीयकरण
  4. बहु-भाषीय कक्षा-कक्ष
- भारत में संस्कृत भाषा की स्थिति
    - (i) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351
    - (ii) कोठारी कमीशन (1964-1966)
    - (iii) NPA (1986)
    - (iv) POA (1992)
    - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
  - संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

### इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरण शिक्षण
  - iv. कहानी शिक्षण
  - v. नाटक शिक्षण
  - vi. उच्चारण शिक्षण
  - vii. रचना शिक्षण
  - viii. अनुवाद शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष

- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
  - (अ) परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
  - (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया
  - (i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ

  
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- (ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),  
इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

### इकाई (तृतीय)

• संस्कृत शिक्षण की विधियाँ –

(I) पाणिनी व यास्क के अनुसार।

(II) प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।

(III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।

• विधियों का अनुप्रयोग –

(i) तृतीय भाषा अधिगम मनोविज्ञान

(ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ

(iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका

(iv) भाषा का व्यवहार में प्रयोग

(v) अन्य विषयों के साथ संस्कृत का समन्वय

(vi) त्रुटियाँ व उपचारात्मक कार्य

(vii) संस्कृत भाषा की चुनौतियाँ

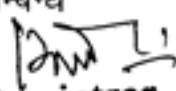
(viii) स्वनिर्मित विज्ञान व रूप विज्ञान के रूप में संस्कृत

(ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

### इकाई (चतुर्थ)

• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध

  
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- (ब) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास।
- (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
- (द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।


### इकाई (पंचम)

#### • संस्कृत शिक्षण में आकलन -

- (1) संस्कृत भाषा विकास की प्रगति का आंकलन - सतत और समग्र मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
- (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
- (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
- (4) प्रश्न-पत्र निर्माण एवं नील-पत्र

### समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
  2. निम्न में से कोई एक 10 अंक
- अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
  - संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
  - किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
  - किसी एक संस्कृत पत्रिका की समीक्षा।
  - संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
  - पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
  - छायाचित्राधारित शिक्षाप्रद कथा लेखन।

  
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**सन्दर्भ ग्रन्थ –**

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) 'भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा. लि., 7 फैंज बाजार।
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7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

**PAPER:-VII (a),(b)**

**Pedagogy of English**

**Objectives –**

**MARKS:-100**

The student-teachers will be able to-

1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language.
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio –visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching

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## **COURSE CONTENT**

### **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 skill based subjects
- Objectives of teaching English language (a) Skill 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

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integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, 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 CALL (computer assisted language learning) and CALT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions -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, Modal 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 , blackboard, white board, Songs, Stories and anecdotes, Language laboratory and

  
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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.

#### **SESSIONAL WORK:-**

1. Class Test 10 marks
  2. One of the following 10 marks
- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
  - Identification of learning difficulties experienced by student teachers during teaching practice
  - Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
  - Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

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**PAPER:-VII (a),(b)**

**Pedagogy of Urdu**

**Marks-100**

**OBJECTIVES:-**

On completion of the course the student teacher will be able to :-

- Understand the basic concepts and functions of language with special reference to urdu.
- Acquire knowledge of objectives of teaching urdu at the secondary stage.

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- Acquire knowledge of different methods of teaching urdu at the second cary stage.
- Plan and Teach lesson in urdu prose,poetry,Drama,Grammar,and Composition.
- Under stand constructive approach to language Teaching and Learning.
- Prepare unit plans, Daily lesson plans and to analyse the subject content in terms 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 in to the symbiotic relationship between curriculum syllabus and Text books.
- Knowledge of Evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.

#### **CONTENT:-**

##### **UNIT-I**

- Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, 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,Intersive 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 Informal)
- Essay writing.

##### **UNIT-II**

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- Objectives 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 -III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of urdu Literature(i) Prose(ii) Composition (iii) Grammar  
(iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities.

### UNIT-IV

- **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-V

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

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### Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Analysis of one text book prescribed at the secondary stage.
  - Writing knowledge , understanding and skill objectives of teaching prose and poetry with specification (5 each)
  - Preparation of two teaching aids useful for urdu teaching.
  - Prepare activities for listening, speaking , reading and writing.(5 each)
  - Preparation of objective Type Test.
  - Prepare three activities to develop the writing skill of class VI student.

### REFERENCES:-

1. Inamullah sharwani : "Tadrees-e-zaban-e-urdu" usmania book depot,1-25 Rabindra saraus cal-73.
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6. Moin uddin : "Hum urdu Kaise Parhayen"NUPUL, west block R.K.Purum New Delhi 2000.
7. N.L.Bosang/Mansoor Ali akthar Hashmi : "Sanvi madaris mein Tadrees" (NCPUL) New Delhi 1998.

  
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**PAPER:-VII (a),(b)**  
**PEDAGOGY OF HISTORY**


**Marks-100**

**Objectives:-**

1. To enable the student teachers to understand the importance of History.
2. To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
4. To provide knowledge of different methods /devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of History.
7. To emphasize the role of History in developing the national integration and international understanding.
8. To develop an interest in teaching of History.

**Unit I**

- 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

  
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- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

## Unit – 2

### 2.1 Models of teaching :

- a. Discovery model
- b. Value Attainment model
- c. Enquiry model

### 2.2 Methods of teaching :

- a. Lecture method
- b. Project method
- c. Supervised study
- d. Story-Telling Method
- e. Biographical Method
- f. Source Method

### 2.3 Innovative Practices

- a. Brain -storming
- b. Dramatization
- g. Co-operative-Learning
- h. Experiential-Learning


### 2.4 Planning :

- a. Annual plan
- b. Unit plan
- c. Lesson plan

## Unit – III

### 3.1 a. Teacher as a transformer of cultural & Historical Heritage.

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

  
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### 3.2 Learning Resources

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

### 3.3 a. Use of community resources

- b. Field Trips
- c. History resources center
- d. Co-Scholastic activities based on school curriculum
- e. History club

## UNIT – IV

### 4.1

- (a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.
- (b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

### 4.2

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

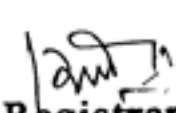
### 4.3

- (a) Content Analysis of History Textbooks at secondary level.
- (b) Use of Library and other instructional materials & Source: Primary and Secondary.

## UNIT V

### 5.1 Preparation of Challenging assignments.

### 5.2 Criteria for assessing written and practical work in History.

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

**Test & Assignments:-**

1. Class Test 10 Marks
2. Any one of the following :- 10 Marks
  - Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
  - Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
  - Preparation of History Practical Note Book :
    - (a) Twelve Historical maps – six each from Indian and World History.
    - (b) Time – Line Charts four each from Indian and World History.
    - (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
    - (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

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1. Arora, K.L., Itihas Shikshan, Ludhiana Prakash 1982.
2. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
3. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Boodhane.
4. N.C.E.R.T. (1970) effective teaching of History in India A Hand Book for History Teaching
5. Parik, Mathureshwar, Itihas Shikshan, Jaipur Research publ. 1988.
6. Roddannavar J.G. (2009) Method of Teaching history and civics.
7. S.K. Kochhar - Teaching of social studies sterling publisher New Delhi.

  
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**PAPER:-VII (a),(b)**  
**PEDAGOGY OF ECONOMICS**

**Marks-100**

**Objectives-**

To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

**COURSE CONTENT:-**

**UNIT I-Nature, Scope and objective.**

- Meaning, Nature, 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.

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- 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, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, 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-

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- ☞ Various types of question
- ☞ Blue print
- ☞ Preparation of question paper

#### Sessional Work (20 Marks)

1. One test of 10 Marks.
2. Any one of the following 10 Marks.
  - ☞ Content analysis and preparation of instructional material related to any unit of subject related to Economics.
  - ☞ Construction of objective type test items.
  - ☞ Prepare five slides related to economics teaching content at senior secondary level.
  - ☞ Critical appraisal of economics syllabus at senior secondary level.
  - ☞ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

#### REFERENCES:

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF CIVICS TEACHING**

MARKS-100

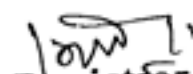
**Objectives:-**

The Pupil-Teacher will be able to

1. Explain and Discuss the Meaning, Nature and Scope of Civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of Teaching method and Teaching techniques.
8. Understand & analyze contemporary issues related with Civics.

**Unit- I**

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.

  
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- b. 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.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

#### Unit – 2

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model
- b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
- c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning
- d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

#### Unit – III

- 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

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- d. Civics club

#### Unit – IV

##### 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

##### 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, Learners' profile, Open book exams, Learners' portfolio.

#### Assignments :-

1. Class Test 10marks
2. Any one of the following :- 10 marks
  1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
  2. Analysis of Curriculum Policies/Documents and existing school curriculum.
  3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
  4. Development and organization of political science society.
  5. Study of a selected problem of community life related with the area of civics.
  6. Development and execution of a project of civics.
  7. Collection of source materials related with civics.

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8. Content analysis of the syllabus of the grade which has been taught by the student –teacher with special reference of:
  - a. Identification of concept.
  - b. Identification of life- skill.
  - c. Identification of activities and experiments.

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### PAPER:-VII (a),(b)

### **PEDAGOGY OF GEOGRAPHY**

**MARKS-100**

#### **Objectives :-**

To enable the Pupil – Teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.

  
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4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

#### Unit – 1

1.1 Meaning, Nature and scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.

Emerging concepts and trends in Geography:

- (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.

1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature

1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism Approach.

#### Unit – 2

2.1 Models of teaching in reference of Geography teaching :

- Concept Attainment model
- Value Attainment model
- Inquire model
- Discovery model

  
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## 2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method
- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

## 2.3 Innovative Practices:

- Brain -storming method
- Co-operative-Learning
- Experimental-Learning

## 2.4 Planning:

- Content Analysis
- Annual plan
- Unit plan
- Lesson plan

## Unit – III

### 3.1

- 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

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

#### Unit – IV

- 4.1 a. Local Geography: It's meaning significance and use as method of study.  
b. Regional Geography: Its 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

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, Learners' profile, Open book exams, Learners' portfolio.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Each pupil teacher is required to conduct and prepare a brief report on anyone of the following :
  - (i) Socio-Economic/Demographic survey of a village as a Geography.
  - (ii) Land utilization survey of a village.
  - (iii) Traffic survey of a town.
  - (iv) Any other survey of a similar nature.
- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.

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- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

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#### **PAPER VII (a)(b)**

#### **PEDAGOGY OF SOCIAL STUDIES**

**MARKS-100**

#### **OBJECTIVES:**

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.

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3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. Analysis of present day problems in social context.
9. To develop the skill of preparation and evaluation of question papers.

## **COURSE CONTENTS**

### **UNIT-I Nature, Scope and objective.**

- Meaning, Nature, 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**

1. Social studies teacher – Qualities and Role in Global Perspective

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2. Methods of teaching of social studies— Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies – Narration, Description, Illustration, Questioning, Assignment and Field trip.
4. Social studies room – Need & Importance and Equipment.

#### UNIT –V Evaluation

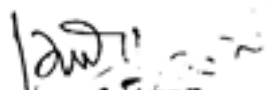
- Utilizing Current Events and Community Resources in teaching of social studies at Secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage.
- Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.

#### Sessional Work (20 Marks)

1. One test 10 Marks
2. Any one of the following. 10 Marks
  - Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
  - Construction of objective type test items.
  - Prepare five slides related to Social Studies teaching content at senior secondary level.
  - Critical appraisal for Social Studies syllabus at senior secondary level.
  - Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

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**PAPER:-VII (a),(b)**

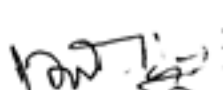
**PEDAGOGY OF MATHEMATICS**

**Marks – 100**

**Objectives:**

On completion of the course the future teacher educators will be able:

1. To enable prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
2. To enable the nature, characteristics and structure of mathematics and its correlation with other areas.
3. To enable the processes in mathematics and their importance.
4. To enable the content categories in mathematics and illustrate with examples.
5. To enable understanding of the Goals, Aims and Objectives of teaching mathematics at secondary school level.
6. To enable awareness about the objectives of teaching mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.

  
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7. To enable understanding and skill in preparing lesson episodes based on Five E model; different approaches, methods, models and techniques of teaching mathematics.
8. To enable understanding about collaborative learning and cooperative learning strategies.
9. To enable the prospective mathematics teachers as facilitators for effective learning of mathematics.
10. To enable prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.
11. To enable skill in assessing mathematics learning.
12. To enable prospective mathematics teachers as reflective practitioners.

#### **UNIT I Nature and Structure of Mathematics**

- a) Meaning and characteristics of mathematics– Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- b) History of Mathematics education : Ancient period to 21st century
- c) Contributions of eminent Mathematicians( Western & Indian-4 each)
- d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -
- e) Undefined 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.
- f) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

#### **UNIT– II Objectives and Approaches of Teaching Mathematics**

- a) 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.

  
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- b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,
- c) Process oriented approach, Competency based approach, Realistic mathematics education.

### **UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:**

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

### **UNIT – IV Pedagogical content knowledge of mathematics**

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

### **UNIT-V Technology in mathematics education**

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

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## SESSIONAL:

1. Class Tests      10 MARKS

2. Any one          10 MARKS

- a) Group puzzles activity
- b) Preparation of teaching aids
- c) Demonstration of teaching aids
- d) Collection of newspaper cuttings related to learning of a unit in mathematics.
- e) Preparing a script for radio lesson or T.V. lesson in mathematics.
- f) Visiting a mathematics lab in a school and presenting a report.

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**PAPER:-VII (a),(b)**

**Pedagogy of Physics**

**MARKS:-100**

**Objectives:-**

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientists in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) Incultation of scientific attitude and science related values. (d) Plan, manage physics laboratory and organize physics practical work
5. Develop skill of critical appraisal of Physics text book.
6. Select and effectively make use of teaching aids.
7. Organize co-curricular activities related to physics.
8. Plan and critically appraise Physics curriculum at senior secondary level.
9. Prepare, use and analyze achievement tests for evaluation of learning outcomes of Physics.

**Course content**

**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

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Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chadershekhar, 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, 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.

  
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- 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

#### **Sessional Work –**

1. Class Test 10MARKS
2. Any one of the following: 10MARKS
  - Case study of any one Senior Secondary School Laboratory of Physics.
  - Preparation of a diagnostic test of physics on any one unit.
  - Planning activities for teaching a unit of physics using local resources.
  - Conducting and reporting a practical class in Physics Laboratory

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2. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
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**PAPER:-VII (a),(b)**

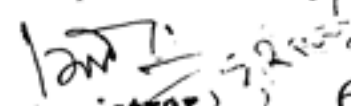
**PEDAGOGY OF CHEMISTRY**

Marks-100

**Objectives -**

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry

  
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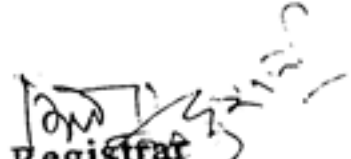
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

#### **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.

  
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### 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.

#### Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Planning and Conducting Experiments.

  
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- Preparation of models and charts.
- Preparation of Chemistry Projects.
- Criticals analysis of chemistry textbooks.
- Preparation of design, blue print for teacher made test.
- Development of self-instructional material on any one topic of Chemistry
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.
- Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
- A critical study of any one senior secondary Lab of chemistry.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.

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**PAPER:-VII (a),(b)**


**PEDAGOGY OF BIOLOGY**

**Marks100**

**Objectives:**

To enable student Teacher to

1. Understand the Nature, Place Values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system.

  
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8. Plan and organize chemistry practical work at the Laboratory.
9. Organise Co-curricular activities and utilize community resources promoting Science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

#### **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 Biology with other subjects.
- Objectives of teaching Biology at secondary/senior secondary level.

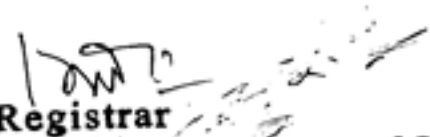
#### **UNIT-II Curriculum and Planning**

- 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 Biology syllabus at secondary/senior secondary level prescribed by Board of secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.
- Qualities & 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 and approaches**

- Lecture method, Demonstration method, Lab-based methods, 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**

  
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- Multi sensory aids: Charts, models, specimen, bulletin - boards, flannel Board, Transparencies slides, projector, OHP, Computer, T.V., and 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.

#### Sessonal Work:(20 Marks)

(1) Class Test 10 Marks

(2)Any one of the following-- 10 Marks

- Life sketch & contribution of any one prominent Indian Biologist.
- Preparation of Harbarium (scrap book)
- Prepare any one of the following related to environment education.  
(i) Poster (miniature), (ii) Article, (iii)Story, (iv)Play
- Description of any two teaching models.
- Prepare a Radio or T.V. script.
- Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.

  
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- Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

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

#### PAPER VII (a)(b)

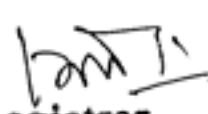
#### Pedagogy of General Science

MARKS:-100

#### OBJECTIVES:-

The Pupil- teacher will be able to-

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

  
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5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question paper.

#### **Unit - 1 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 - 2 Planning in General- Science teaching**

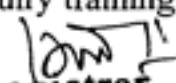
- Curriculum - concept, methods of curriculum construction, Difference between Curriculum and Syllabus, ,
- Place of General science in school curriculum
- Critical appraisal of General Science syllabus at secondary/senior secondary level
- Science teacher - Qualities, Competencies
- Analysis of textbook.

#### **Unit - 3 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- 4 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.

  
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### Unit - 5 Pedagogical analysis & Evaluation in General Science

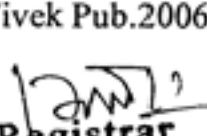
- Concept ,Approaches & importance for pedagogical analysis,
- Core elements and values, Content cum methodology approach, IT based approach
- Importance of evaluation in General Science, Evaluation according to areas - Cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation:-Achievement test, Diagnostic test, Remedial teaching, Online Evaluation

#### Sessional Work –

1. Class Test 10 marks
2. Any one of the following: 10 marks
  - Preparation of a diagnostic test of physics on any one unit.
  - Analysis of syllabus.
  - Evaluation of textbook.
  - Content analysis of one unit.
  - Conduct presentation of lesson/ Unit.

#### REFERENCES:-

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

**PAPER:-VII (a),(b)**

**Pedagogy of Home Science**

100 Marks

**Objectives:**

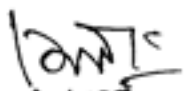
To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

**COURSE CONTENT:**

**UNIT-I**

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural 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

  
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Science. Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

#### UNIT-II

a) Micro teaching skills relevant in Home science.

b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

#### UNIT-III

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

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

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.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Food – its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.
- Cleaning and polishing of brass, silver, glass and plastic articles.

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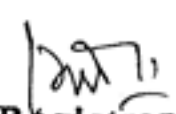
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- Guidelines for making flower arrangement and rangoli.
- Immunization Schedule
- Organisation of mid-day meals in schools

#### 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. Sessaiah, 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: A.P.H. Publishing Corporation.
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**PAPER:-VII (a),(b)**

**PEDAGOGY OF COMMERCE PRACTICE**

**MARKS-100**


**Objectives:**

On completion of the course, the student-teacher will be able to:

1. Develop an understanding of content of commerce and accountancy
2. Understand the characteristics of Commerce and its role in the development of modern society.
3. Understand the Commercial implications of various theories of learning
4. Gain competency in using modern psychological theories to device teaching learning process.
5. Understand the nature and functions of various instructional supports.
6. Improve the understanding of the principles of curriculum construction and organization in Commerce
7. Develop the understanding of the various methods and approaches and techniques of commerce teaching
8. Identify the role of IT in Commerce Education.
9. Develop an appreciation towards the role of commerce in daily life.

**Unit. 1 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, Definitions, 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

  
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Commerce at National and State level(NCF), Importance of commerce in daily life.

#### **Unit -2 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 -3 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- 4 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

  
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## UNIT: 5 – 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

### SESSIONALS:

#### 1. Class Test

10MARKS

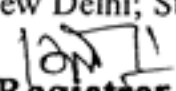
#### 2. Any one

10MARKS

- Report writing on Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
- Organizing and conducting commerce club activities.

### References:

1. Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach, New Delhi : VikasPublishing House Pvt. Ltd.
2. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd- NewDelhi.
3. Khan, M.S., *Commerce Education*, New Delhi; Sterling Publication (P) Ltd.
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
5. Teaching of Commerce-Seema Rao Anmol Publication, New Delhi.
6. Teaching of Commerce-A Practical Approach J.C AggarwalVikas PublishingHouse Pvt Ltd- New Delhi.
7. Sharifkhan, Mohd.,*The Teaching of Commerce*, New Delhi; Sterling Publication-(P)

  
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Ltd.

8. Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay).

**PAPER:-VII (a),(b)**

**PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY**

**Marks-100**

**Objectives:**

To enable student Teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at School level.
3. Develop the ability to critically evaluate the existing school curriculum of Book Keeping & accountancy
4. Impart knowledge of the methods and devices of teaching Book-Keeping and accountancy to develop the skill of using the same.
5. Apply appropriate methods in teaching particular topics for Book-Keeping & accountancy.
6. Prepare achievement and diagnostic test.
7. Develop necessary skills in preparation of using various teaching aids.

**Unit-I**

- 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

  
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## Unit-II

- 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

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.

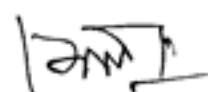

Techniques and devices to teach Book-Keeping and Accountancy.

## UNIT-IV

- 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 performance.
- Achievement Test,
- Diagnostic Test,
- Blue Print

  
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### Sessional Work (20 Marks)

- One test of 10 Marks
- Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test

Preparation of a lesson plan based on any innovative method.

### References:

1. Aggarwal, J.C.:Teaching of commerce.
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnati, Ohio.
3. Gupta and Gupta:Intermediate Book-keeping and Accounts, Agra Book store, Agra (Hindi and English Version)
4. Harvey: Ways to teach Book-keeping and Accounting
5. J.N.Vaish:Book-keeping and Accounts, Part I and II (Hindi and /English version).
6. Parikh, Dr.A.K.M.:Lesson planning in India schools,Subha sanchar,Ajmer.
7. Selby: The teaching of Book-keeping
8. Tonne, Pohem and Freeman: Method of teaching Business Subject Gregg Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselma and J. Marshall Hannia: Teaching Book-keeping and Accountancy, Gregg Pub.Div., Mc Graw Hill Book Co., Inc. New York.
10. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London

### PAPER:-VII (a),(b)

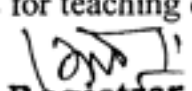
### Pedagogy of Drawing and Painting

100 Marks

### Objectives:

To enable student teacher to:

1. Develop the skill of using various teaching methods for teaching of Arts.

  
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2. Develop the Aesthetic sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of Arts and interest in teaching of art.
5. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

## **COURSE CONTENT:**

### **UNIT-I**

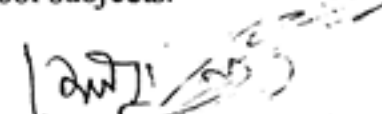
- What is Art: Concept and Scope of Art.
- Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.

### **UNIT-II**

- Aims and 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**

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).

  
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- Importance of Field trips and Excursions in Art.
- The importance of Exhibitions & Competitions in encouraging creative expression among Students.

#### UNIT-IV

- 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

Micro teaching

Yearly, Unit,& Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.

**Assignments :-**

- 1 .Class Test 10 marks
2. Any one of the following - 10 marks

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I. Landscapes - 2
- II. Still life - 2
- III. Poster - 2
- IV. Composition – 2

#### REFERENCE

1. Brown, Percy (1953). Indian Painting, Calcutta.

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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 [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakasha

**PAPER:-VII (a),(b)**

**Pedagogy of Music Teaching**

Marks - 100

**Objectives:**

To enable student teacher:-

1. To understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various Ragas and different talas.
5. To enable student teachers to organise competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

**Unit - 1 Music: Brief Introduction**

- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.

  
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- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

#### **Unit - 2 Music in School Curriculum**

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

#### **Unit - 3 Micro-Teaching & Skills**

- Methods of Teaching Music.
- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

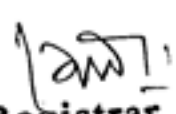
#### **Unit - 4 Biographies of following eminent musicians:**

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhattachande

#### **Unit - 5 Types of Tals & Ragas**

- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwā, Jhaptaal, Ektal, Chartal.
- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

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4. Class Test 10 marks

- Any one 10 marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkaus.
- Music and Folk music.

#### REFERENCES:-

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
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#### PAPER:-VII (a),(b)

#### Pedagogy of Psychology

100 Marks

#### Objectives

After completion of the course the pupil teachers will be able :

1. To enable an understanding about the meaning, nature, scope of psychology Education.

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2. To enable the distinction and overlap between psychology and educational psychology.
3. To enable the role of various methods and approaches of teaching psychology.
4. To enable Approaches to organization of psychology curriculum and Methodology of developing curricular materials
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

#### **UNIT I Introduction of Psychology**

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Psychophysics
- Nature of Psychology as a science
- Subject matter of Psychology

#### **UNIT-2 Need of Psychology**

- Place of Psychology in modern life (a brief and general account)
- Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life
- Importance of Psychology in the school curriculum – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people

#### **UNIT-3 Aims and objectives of teaching Psychology**

- Cognitive – knowledge, understanding analysis, synthesis and evaluation of human behaviour around
- Effective – development of right values, attitudes, interest and motivation related to study of human behaviour
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools

#### **UNIT-4 Teaching strategies**

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- Class – room based lecture, discussion, seminar, workshop, modelling
- Laboratory based – experimental studies
- Field based – survey, project, field visit of various form
- Observation
- Clinical – case study

#### **UNIT-5 Pedagogical analysis of content**

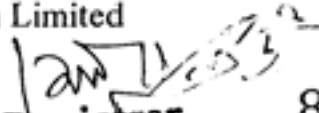
- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

#### **Assignments :-**

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Case study of an adolescent learner
  - Case study of a learner with special needs
  - Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain
  - Based Principles of learning
  - Administration & Experiment on i) Memory Retention, ii) Perception, iii) Imagination

#### **REFERENCE**

1. Advanced Educational Psychology : S. K. Mangal, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition ( Eurasia PublishingHouse.
4. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
5. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
6. Educational Psychology : Jitendra Mohan, Willey Eastern Limited

  
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8. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
9. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers- Hindi Versions)
10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

**PAPER:-VII (a),(b)**


**Pedagogy of Sociology**

Marks 100

**Objectives :**

After completion of the course the pupil teachers will be able:

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
2. To develop an understanding of pupil teachers concerning curriculum organization.
3. To acquaint pupil teachers with different methods and techniques of teaching of sociology.
4. To acquaint the pupil-teachers with different audio-visual aids.
5. To develop proper understanding of different techniques of evaluation.
6. To acquaint the pupil-teachers with recent trends in sociology.
7. To Prepare and effective use of teaching aids.
8. To organize discussions, tours, exhibitions and practical activities.
9. TO Interpret of socio-economic and population data.
10. To analyse present day problems in social context.

  
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11. To develop the skill of preparation of lesson plan and its presentation and preparation and evaluation of question papers.

12. To set and equip the room to teach sociology.

### Course Contents :

#### UNIT-I

- Meaning, nature, scope and importance of sociology in modern context.
- Relation of Sociology with other subjects, (Political Science, History, Literature (languages), Psychology and Geography)
- Aims, objectives and values of teaching of Sociology.
- Recent trends in teaching of Sociology.

#### UNIT-II

- Principles of constructing curriculum of Sociology.
- Approaches of organization of Sociology curriculum.  
Unit (b) Concentric (c) Topical
- Critical analysis of Sociology syllabus at the senior secondary stage.
  - Social Instructions – Marriage, Family, Kinship.
  - Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
  - Social groups – Meaning, characteristics and classification.
  - Social mobility – Meaning, types, factors.
  - Role of Sociology in developing national integration and internationalism.

#### UNIT-III

##### 1. Methods of teaching

- (a) Lecture method (d) Source method
- (b) Discussion method (e) Problem method
- (c) Project method (f) Survey method

##### 2. Techniques and devices of teaching

- (a) Assignments (d) Seminars

  
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(b) Symposium (c) Dramatization

(c) Illustration (f) Questioning

#### UNIT-IV

- Sociology text-book; importance and qualities, supplementary material.
- Sociology room – Importance, equipments.
- Teacher of Sociology – Importance, qualities and competence.
- Teaching aids : Meaning, importance and types. Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

#### UNIT-V

- Yearly, unit, & Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- Evaluation – Meaning, modern concept, importance and types; preparing blueprint and writing objective based test items.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Study of a selected problem of community life related with the area of sociology.
- Development and execution of a project of sociology.
- Collection of source materials related with sociology.
- Content analysis of the syllabus of the grade which has been taught by the student –teacher with special reference of:
  - a. Identification of concept.
  - b. Identification of life- skill.
  - c. Identification of activities and experiments.

#### REFERENCES :

1. Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
2. Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
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4. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
5. Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable
6. Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
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8. Singh, Gurmit (2008). *(Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
9. Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
10. Singh, R.L., Teaching of History of Civics.
11. Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publication

**PAPER:-VII (a),(b)**

**Pedagogy of Computer**

**MARKS-100**

**Objectives:**

After completion of the course the pupil teachers will be able :

1. To develop an understanding of Computer system and its working.
2. To develop an understanding of the educational uses of various features of MSOffice for communication.
3. To create an awareness of the various uses of computer as a tool, Tutor and Tutee.
4. To develop the skills of software used for learning through computers as cognitive tools
5. To create awareness about the various educational Apps and resources offered by the Internet browser like Firefox and Google Chrome.
6. To enable the use of social media for teaching, learning and related resources.
7. To develop the skill of preparing effective multimedia presentation and instructional material using computers.

  
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8. To understand the concept of Open Education Resources & use of internet

#### **Unit I: Computer Education: Pedagogy**

- Computer Education: Concept, need and importance, Application of computers with special reference to education and society.
- Aims and objectives of computer education, present and future of computer education in Indian schools.
- Formulation of instructional objectives in behavioral terms

#### **Unit II: Teaching Methods and Approaches**

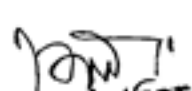
- Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- Advanced methods of teaching: CML, CAI, mobile learning, and online learning

#### **Unit III: Computer Education: Curriculum and text books**

- Computer Education Curriculum: Concept and principles of curriculum for computer education, need of curriculum development cell for computer education
- E-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

#### **Unit IV: Computer Teacher and Computer laboratory**

- Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
- Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.
- Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- Programming languages: Concept and generations

  
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- Internet

### Unit V: Lesson Planning and Evaluation

- Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan
- Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical.
- c) Role of computers in evaluation
- Recent trends in computer teaching learning process

### Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Preparation of marksheet and question bank
  - Preparation of instructional material/courseware using Ms word, Ms powerpoint
  - Preparation of mark register of a class and its statistical and graphical presentation.

### REFERENCE :

1. An Initiative of National Internet Exchange Of India & Digital Empowerment Foundation, Digital knowledge centre
2. Computer in education by Atul Jain, Publisher: Isha Books (2006)
3. Digital Knowledge Maps in Education: Technology Enhanced Support for Teachers and Learners edited by Dr. Dirk Ifenthaler (University of Oklahoma, USA) and Dr. Ria Hanewald (Deakin University, Australia).
4. Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
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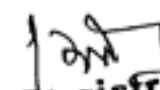
**PAPER:-VII (a),(b)**

**राजस्थानी शिक्षण**

100 अंक

**उद्देश्य –**

- राजस्थानी भाषा के विभिन्न रूपों की समझ विकसित कर उसकी संरचना के बारे में बताना।
- राजस्थानी भाषा कौशल व शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराकर, विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
- राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ विकसित करना।
- राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अवबोध कराकर विभिन्न विधाओं के माध्यम से सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
- कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में राजस्थानी भाषा का सफल प्रयोग कराना।
- पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ विकसित कराना।
- राजस्थानी भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कराने की योग्यता व भाषा प्रयोगशाला की आवश्यकता एवं प्रक्रिया की समझ पैदा करना।
- राजस्थानी भाषा की अशुद्धियों का कौशलानुसार निदान व उपचार की योग्यता।

  
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- राजस्थानी भाषा शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र का निर्माण की योग्यता विकसित कराना।

#### इकाई – प्रथम

राजस्थानी भाषा की भूमिका –

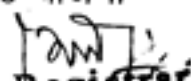
- राजस्थानी भाषा, शिक्षण के सिद्धान्त, महत्त्व, प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धि सिद्धान्त
- राजस्थानी भाषा का महत्त्व, राजस्थानी भाषा और साहित्य, राजस्थानी भाषा और अन्य भारतीय भाषा, आधुनिक भारतीय भाषा के रूप में, विद्यालयी स्तर पर शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में राजस्थानी भाषा –
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में राजस्थानी भाषा
  3. अधिगम में राजस्थानी भाषा
  4. बहु-भाषीय कक्षा-कक्ष
- भारत में राजस्थानी भाषा की स्थिति
- क्षेत्रीय भाषायें.

मेवाडी, बागडी, शेखावाटी, अहीरवाटी, दूँडाडी, हाडौती, वागडी, मेवाती, मारवाडी आदि

#### इकाई – द्वितीय

- राजस्थानी शिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरण शिक्षण
  - iv. कहानी शिक्षण
  - v. नाटक शिक्षण
  - vi. उच्चारण शिक्षण
  - vii. रचना शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष, सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना

  
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७ नवाचार और भाषा शिक्षण की प्रणाली

• विविध जन संचार माध्यमों से राजस्थानी शिक्षण

(अ) परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला

(ब) संचार माध्यम –

(i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ

(ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),  
इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

इकाई (तृतीय)

• राजस्थानी शिक्षण की विधियाँ –

प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।

• विधियों का अनुप्रयोग –

(i) राजस्थानी भाषा अधिगम मनोविज्ञान

(ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ

(iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की  
भूमिका

(iv) राजस्थानी भाषा का व्यवहार में प्रयोग

(v) अन्य विषयों के साथ राजस्थानी का समन्वय

(vi) त्रुटियाँ व उपचारात्मक कार्य


(vii) राजस्थानी भाषा की चुनौतियाँ

(ix) राजस्थानी भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या और पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध

  
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- (ब) राजस्थानी में दत्त कार्य एवं क्रिया-कलापों का विकास।
- (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
- (द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।

#### इकाई (पंचम)


##### • राजस्थानी शिक्षण में आकलन -

- (1) राजस्थानी भाषा विकास की प्रगति का आंकलन - सतत और समग्र मूल्यांकन एवं स्व-मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
- (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
- (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
- (4) प्रश्न-पत्र निर्माण एवं नील-पत्र

##### समसामयिक कार्य

- |                        |        |
|------------------------|--------|
| 1. कक्षा परीक्षा       | 10 अंक |
| 2. निम्न में से कोई एक | 10 अंक |

- अपने पड़ोस के 05 विद्यालयों का दौरा कर एक रिपोर्ट तैयार करें कि वहाँ राजस्थानी भाषा की क्या स्थिति है ?
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएं तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा राजस्थानी भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक राजस्थानी कवि का विस्तृत परिचय देते हुए उनके राजस्थानी में योगदान पर आलेख तैयार करना।
- किसी एक राजस्थानी पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का राजस्थानी में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

  
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**सन्दर्भ ग्रन्थ –**

1. राजस्थानी भाषा – डॉ सुनीति कुमार चटर्जी राजस्थानी साहित्य शोध संस्थान उदयपुर
2. पुरानी राजस्थानी –डॉ तेसीतोरी अनु डा नामवर नागरी प्रचारिणी सभा वाराणसी
3. राजस्थानी व्याकरण– लेखक एवं प्रकाशक सीताराम लालस जोधपुर
4. संक्षिप्त राजस्थानी व्याकरण– नरोत्तम दास स्वामी सार्दुल राजस्थानी रिसर्च इन्स्टीट्यूट बीकानेर
5. राजस्थानी भाषा एवं साहित्य –मोतीलाल मैनारिया हिन्दी साहित्य सम्मेलन प्रयोग
6. राजस्थान का भाषा और साहित्य– ग्रियर्सन अन आत्माराम जाजोरया राजस्थान भाषा प्रचार सभा जयपुर
7. राजस्थानी हिन्दी कोष भाग 2– डॉ भूपतिराम साकरिया तथा बद्रीप्रसाद साकरिया
8. पंचशील प्रकाशक जयपुर
9. आधुनिक राजस्थानी– साहित्य प्रेरणा स्रोत प्रवृत्तिया– डॉ किरण नाहटा
10. राजस्थानी गद्य उद्भव और विकास– अखिल भारतवर्षीय मारवाडी सम्मेलन हरीसन रोड कलकत्ता

**B.Ed-08**

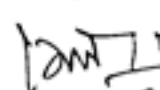
**Gender, School and Society**

**MARKS: 50**

**Objectives:**

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.

  
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- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

### **Unit 1: 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 2: Socialization Processes in India: Family, School and Society**

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

### **Unit 3: Gender Studies: Historical Perspectives on Education**

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

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## Tasks and Assignments

1. Class Test                      10 marks
2. Any one                        10 Marks

- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Project on analyzing the growing up of Boys and Girls in different types of family in India.

## References:-

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### B.Ed. 09

## **Assessment for Learning**

MARKS: 100


### **Objectives**

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.
- comprehend the process of assessment for learning
- develop skills necessary to compute basic statistical measures to assess the learning.

### **Unit 1: 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-culturalist 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

  
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## **Unit 2: 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 3: 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 4: 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

  
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## Unit 5: Feedback

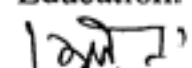
- Feedback as an essential component of assessment; types of teacher feedback (written and oral).
- Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- challenges of assessment.

## Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks
  - Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
  - Developing a Portfolio / Profile / Evaluation Rubric (format).
  - Evaluation of available Unit test and reformation of the same.
  - Designing Questionnaire / Interview Schedule on a given topic
  - Preparing any four evaluation tools for Formative Assessment.

## REFERENCES:-

1. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani, D (2015).
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4. NCERT(2007) National Focus Group Paper on Examination Reforms S. K. (1994).
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7. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.

## **B.Ed- 10**

### **Creating and inclusive school**

MARKS: 50

#### **Objectives**

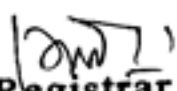
The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

#### **Course:-**

##### **UNIT 1: 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.

  
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## **UNIT 2: LEGAL AND POLICY PERSPECTIVES**

- 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.
- 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 3: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

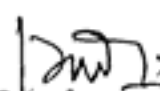

- School's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

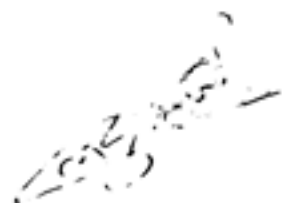
### **Tasks and Assignments**

1. Class Test                      10 marks
2. Any one                        10 Marks

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive School.

### **REFERENCES:**

  
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2. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
4. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
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6. Shanker, Uday: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.

### **OPTIONAL Special COURSES- (ANY ONE)**

B.ED -11

### **PEACE EDUCATION**

**OBJECTIVES:-**

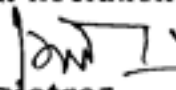
**MARKS-100**

The course will enable the student teachers to –

- 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 promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- 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 Nonviolent liberation technique (Satyagraha) and Disarmament.

  
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- 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 -2: 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 3- 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 4.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 5- Transacting Peace Education & Role of Social Agencies:**

  
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- 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.


### Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

### REFERENCES :-

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2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
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## **Course – B.Ed 11**

### **PHYSICAL EDUCATION AND YOGA**

#### **OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation

#### **Unit 1. PHYSICAL EDUCATION**

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

#### **Unit 2. PHYSICAL EDUCATION AND METHODS**

- Need & importance of physical education in different levels of school(sec<sub>n</sub> and sr. sec.level)

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- Training methods:- Development of components of physical fitness and motor fitness through following training methods ( continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics

### **Unit 3. PHYSICAL FITNESS**

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

### **Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES**

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

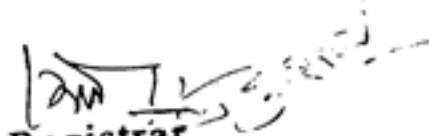
### **Unit 5 :- Human abilities and Yoga in Indian context**

- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

### **Tasks and Assignments**

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Learning and performing of basic yogic activities
  - Health and physical education relationship with other subject areas like science, social science and languages.
  - Fundamental skill of games/sports and yoga

### **REFERENCES:-**

  
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- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
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### B.Ed-11

### GUIDANCE AND COUNSELING

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles , issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

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### **UNIT – 1. 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 2. 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 3. COUNSELLING 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 4. TOOLS AND TECHNIQUES IN COUNSELLING**

- 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 5 Guidance and Counseling for Special Needs Population Guidance of children with 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,

  
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Need for research and reforms in guidance and counselling .

### Tasks and Assignments

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one    | 10 Marks |

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

### References:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inco, 1985.
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4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
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9. NCERT, Guidance and Counselling in Indian Education, New Delhi: NCERT, 1978

## B.Ed 11

### HEALTH AND PHYSICAL EDUCATION

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions & determinants of health.

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- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

#### **Unit 1. CONCEPT OF HEALTH**

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

#### **Unit 2. HEALTH AND PROGRAMME**

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

#### **Unit 3. PHYSICAL EDUCATION**

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

#### **Unit 4. PHYSICAL FITNESS**

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.

#### **Unit 5 . PHYSICAL FITNESS AND EDUCATION**

- Need & Importance of physical activities at school level(SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

#### **Tasks and Assignments**

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Activities for development of physical fitness
  - Project on health/sports.

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- Analysis of various text books from health and physical education point of view.
- Organization of games and sports tournaments.
- Rules and Regulation of sports.

#### References:-

- Brown, Gordon, Board of Education, Tentative Curriculum Guide for physical Education, Volume -1, Ridgewood public schools, New Jersey, 1960. th
- Diehl, Harold, Text book of Healthful living, 5 edition, McGraw-Hill book company, New York, 195.
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- Joint Committee of Central and Scottish Health Service Councils, "Health Education" Her Majesty's Stationary Office, London, 1964.
- Ministry of Education Govt. of India, "A national plan of physical education and recreation", Albion press, Delhi, 1956.
- Bulletin No. 5, "A Guide to Teaching physical Education in secondary schools", state department of education, Tallahassee, Florida, 1948 7.
- Moss, Bernice, "Health Education", National Education Association of the United States, Washington, 1961.

B.Ed 11

### ENVIRONMENTAL EDUCATION

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student-teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

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## **COURSE**

### **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.

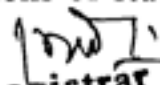
### **UNIT –V: NATURAL RESOURCES MANAGEMENT**

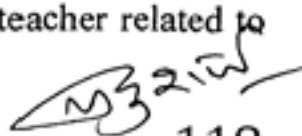
- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

#### **Tasks and Assignments**

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one    | 10 Marks |

- Carrying out any one Environmental Awareness Activity of the following:
- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.

  
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- Their Conservation and Management.
- Wildlife Conservation & disaster management.

### Tasks and Assignments

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one    | 10 Marks |

- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.

- Carrying out a Project on Environment and preparing its detailed report.

### REFERENCES:-

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

### EPC-3

### Critical Understanding of ICT

Marks: 50

#### Objectives:

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as a enormous functional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of Computer.
4. To develop skill in the use of Internet.
5. To appreciate the concept of integration of Information and Communication Technology with Education.
6. To make use of Modern Information and Communication Technology to improve teaching-learning process.
7. To develop positive attitude towards handling of computers.

#### Unit – I Information Communication Technology in Education

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- ❖ 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)
- ❖ Software
  - Operating System- Concept and function
  - Application software (Its uses in education)
  - Word Processors
  - Power point presentation
  - Spread sheet
  - Viruses & their management

#### **Unit- III – ICT supported teaching/ learning strategies, Internet and Intranet**

- ❖ CAL- Computer Assisted Learning
- ❖ PBL- Project Based Learning
- ❖ Technology Aided learning
- ❖ E- Learning –Concept & Nature
- ❖ Web Based Learning
- ❖ Virtual Classroom
- ❖ Concept, need & importance
- ❖ Facilities available for Communication
  - Email, Chat and online conferencing

  
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- E- Library, websites, blog, Wikipedia

❖ Search Engines- Concept and uses

**Tasks and Assignments: Practical + Sessional (Submission Report) - 30+20 = 50 marks**

**Practicum - 30 marks**

- ❖ Prepare a report on Effective teaching learning process with ICT;
- ❖ Practicing word processing using Indian language software.
- ❖ Practice in installing various system and application software.
- ❖ One term paper on any topic to related to ICT.
- ❖ Comparison of various ICT supported teaching learning strategies.
- ❖ Report on web based learning environments.

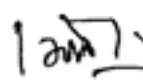
**Sessional (Submission Report): 20 marks**

- ❖ Preparation of Studies for teaching on any topic at the school level
- ❖ Analysis of Multi Media Packages
- ❖ Any Seven Topic - Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard disks, Floppy Disk, SMPS, UPS

**References:**

1. Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan
2. Singh, V.P. and Singh, Meenakshi (1999), Computer=Terms and Definitions, New Delhi
3. Rajsekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D. (2008). Intergating Educational Technology into Teaching. New Delhi: Perason Education, South Asia, India
5. Singh, Kamal.D., & Kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
6. बाला, मुरली सविथा (1996) कम्प्यूटर विज्ञान एक परिचय, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली।
7. वेणुगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर।
8. सिन्हा, आर.के. : कम्प्यूटर फण्डामेन्टलस वी.पी.वी. पब्लिकेशन्स, नई दिल्ली।
9. सिंह, डॉ. रजनीश कुमार, गौतम साहूकार (2014) : शिक्षा में सूचना एवं संचार प्रौद्योगिकी, राखी प्रकाशन, आगरा।
10. Kulsum, Dr. Umme (2014) : Information Communication Technology in Teacher Education, H.P. Bhargava, Agra
11. Bhargava, Rajshri, Bhargava Piyush (2012): Information and Communication Technology, H.P. Bhargava House, Agra

**EPC -4**

  
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- To develop understanding about themselves the development of the self as a person and a teacher.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

#### **Unit 1: Exploring the self (potential of self, fears, aspirations)**

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

#### **Unit 2: The Evolving Self**

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions
- Tactics and techniques of self understanding

#### **Unit 3: The Emerging Self**

- Stereotypes and Prejudices :Gender, Class, Caste, Race, Region, Language, Religion,
- Disability ( any three of the indicated may be chosen) Agencies that shape the self : Family, School and Media
- Challenging stereotypes

#### **Tasks and Assignments**

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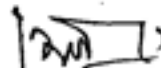
1. Class Test 10 Marks

2 ANY ONE 10 Marks

- Participate or lead in real life intervention (within families/college or community) through guidance and counseling.
- Review of personal narratives, life stories and group interaction.
- Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas. -

#### REFERENCES:-

- Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, 82, 49-61. Phillips, A. G., & Silvia, P. J. (2004).
- Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M. Ferrari & R. J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York:
- 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.
- 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.
- Luft J and Ingham Branden, N., & Archibald, S. (1982). *The psychology of self-esteem*. Bantam Books.
- Rogers, C. (2012). *On becoming a person: A therapist's view of psychotherapy*.
- Houghton Mifflin Harcourt. Rogers, C. R. (1974). *Toward becoming a fully functioning person*. Readings in Human.

  
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**UNIVERSITY OF RAJASTHAN  
JAIPUR**

**SYLLABUS**

**M.ED (TWO YEAR) - Part-I**

**Semester Scheme**

**I & II Semester 2016-2017**

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**Ordinances for Admission of Students to the Examination of Master of Education (Two year programme):-**

O.327. The candidates seeking admission for the degree of Master of Education (two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose, a regular course of the study;

- i) B.Ed.
- ii) Shiksha Shastri
- iii) Graduation and B.Ed. (four year course)
- iv) B.El.Ed, (Four year course).

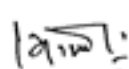
N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative from the session 1980-81.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per rules of the central/state government whichever is applicable.

O.328. The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of four semesters, viz. semester I, semester II, semester III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to May. To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

O.328 A. The objectives of the M.Ed. Course are:

1. To prepare professional personnel required for staff colleges of education at the pre-primary and secondary levels.
2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.

  
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3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation.
4. To train persons for participation in programmes of examination reforms and educational evaluation.
5. To train persons for organizing curriculum development and preparation of instructional materials.
6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.
7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.
8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.
9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.
10. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country and the ways and means to equip would be secondary teachers for the same.
11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the "Global citizens of tomorrow".
12. To imbibe them attitudes and skills required for life-long learners on the ICT influenced world of today and tomorrow.
13. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

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O. 329. The Examination for the Degree of M.Ed. shall consist of the following :

**Part I-** Theory paper and ISB, Demonstration ,Internship and Practical Work.

**Part II-** Dissertation

**Dissertation:-**

**O329A.** The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

Every candidate for the M.Ed. examination under Part-II shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IIInd Year(IV semester).

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person be permitted and such a supervision be termed as joint supervision.

**O.329 B.** There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June.

**O.329C.** If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part

  
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of the examination.

**O.329 D.** A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

**Regulation 43:- SCHEME OF EXAMINATION**

Theory papers and ISB, demonstration, internship, practical work.

Ist semester	Paper 1,2,3,4	ISB I
IInd semester	Paper 5,6,7,8,	ISB II a) Dissertation work b) Internship
IIIrd semester	Paper 9,10,11,12, *13 (*Intership)	ISB III a) Dissertation b) Academic Writing
IVth semester	Paper 14, 15, **16 (**Dissertation)	

**Detailed programme of Examination (I, II, III, & IV Semester)**

**Programme Outline of M.Ed  
Semester-I**

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
I	M.Ed-01	Psychology of Learning and Development	04	75	25	100
II	M.Ed-02	Historical, Political and Economical Perspective	04	75	25	100
III	M.Ed-03	Educational Studies	04	75	25	100
IV	M.Ed-04	Introduction to Research Methods	04	75	25	100

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ISB - I	*ISB I (Inter Semester Break)	<b>Communication and expository Writing:-</b> <b>Part I - Review of Related Literature on any area of Education Research.</b> <b>Part II- Self Development Programme (Any Two)</b> 1. <b>Personality Development</b> -Meaning type, Factors, Approaches, Techniques to enhance the personality 2. <b>Communication Skills</b> - Meaning, components, types, barriers and ways of improving C.S. and its importance 3. <b>Creative writing Skills</b> - Meaning, Types, elements, forms and Techniques to improve the C.W. Skills 4. <b>Decision making Skills</b> - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills. 5. <b>Interpersonal Skills</b> - Meaning, Types, Techniques to improve & its importance. 6. <b>Managerial Skills</b> - Meaning, Characteristics, competence & its Importance. 7. <b>Research Skills</b> - Meaning, Types, Characteristics, components, ways of improving R.S. and its importance 8. <b>Analytical Skills</b> - Meaning, Types, Characteristics, Techniques to improve the Analytical Skills. 9. <b>Time Management</b> - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.	02 01 01	- - -	50 25 2x12.5	50 25 25
Total			18			450

#### Aggregate of Semester I

1 credits = 12 hours

Total Credits = 16+2 = 18 Credit

Total Marks 100 x 4 = 400

ISB I

Total hours = 18x12=216hrs

50

450 Marks.

#### Semester-II

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
V	M.Ed-05	Philosophy of Education	04	75	25	100
VI	M.Ed-06	Sociology of Education	04	75	25	100
VII	M.Ed-07	Curriculum Studies	04	75	25	100
VIII	M.Ed-08	Teacher Education -I	04	75	25	100

ISB-II	*ISB-II	<b>Course of Professional Development</b>	06	-	150	150
		<b>A. Dissertation Work:-</b>				
		Synopsis Presentation of Research Study (PPT)	02		50	50
		Seminar on Tools development related to current issues in Educational areas.				
		<b>B. Internship in TEI</b>				
		i. Prepare, Administration and Standardize of any one Psychology Test.	04		100 1 x 25	100
		ii. Case Study on basis of Individual differences			1 x 25	
		iii. Observation of One Educational Training institution and its Report writing.			1 x 25	
		iv. Development Skills to maintain Institutional Office records.			1 x 25	
Total			22			550

#### Aggregate of Semester II

Total Credits = 16+06 = 22 Credit

Total hours=22x12=264hrs

Total Marks 100 x 4 = 400

ISB II

150

550 Marks.

#### Semester-III

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Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
IX	M.Ed-09	Specialization on courses :- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education	04	75	25	100

X	M.Ed-10	<b>Specialization on courses (Any one)</b> i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning - I iv. Educational Management, Administration and Leadership-I v. Education Technology - I vi. Theme based on Institutional Strengths (Any one ) a) Life Long Education-I b) Value Education and Human Rights-I c) Peace Education-I d) Yoga Education-I e) Inclusive Education-I	04	75	25	100
XI	M.Ed-11	Advanced Research Methods	04	75	25	100
XII	M.Ed-12	Teacher Education -2	04	75	25	100
XIII	M.Ed - 13	<b>Internship (Practicum Work with B.Ed. Students)</b> Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques	04	-	10x10=100	100
ISB III	ISB III	<b>A. Dissertation (2 Credits)</b> i. Data Collection ii. Introduction of Excel/SPSS for Data Analysis iii. Presentation by students of statistical techniques used in data analysis using Excel/ SPSS <b>B. Academic Writing (2 Credits)</b> i. Abstract writing of two published research papers ii. Library based Self directed study notes ( any two topics)	04	-	100	100
Total			24			600

**Aggregate of Semester III**

Total Credits = 20+04 = 24 Credit      Total hours=24x12=288hrs

Total Marks 500

ISB II 100

600 Marks.

  
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### Semester-IV

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XIV	M.Ed-14	Specialization on courses:-On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XV	M.Ed-15	Part ( A) Specialization on courses (Any one) i. Guidance and Counseling - II ii. Curriculum Pedagogy and assessment -II iii. Education Policy, Economics and Planning - II iv. Educational Management, Administration and Leadership-II v. Education Technology -II vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-II b) Value Education and Human Rights-II c) Peace Education-II d) Yoga Education-II e) Inclusive Education-II Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XVI	M.Ed-16	Dissertation				
		- Dissertation writing	02	50	-	100
		- Dissertation (Pre-submission Presentation)	01	-	25	
		- Final Presentation and Viva-Voce	01	25		
Total			16			400

#### Aggregate of Semester IV

Total Credits = 16 Credit Total hours=16x12=192hrs

Total Marks 400

Total Credits = Sem-I + Sem-II + Sem-III + Sem-IV

18 + 22 + 24 + 16 = 80 credits

Total Marks = 450 + 550 + 600 + 400 = 2000 Marks

Total hours =216+264+288+192= 960hrs

#### Evaluation of M.Ed. Examination

- Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.

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2. In each semester the duration of each paper shall be three hours. Internship programme in semester III will carry 100 marks equal valent to one paper.
3. **ISB-1:** Semester-I will be of 50 Marks, out of which 20 marks will be for Part I - Review of Related Literature on any area of Education Research and 30 marks will be for Part II- Self Development Programme.
4. **ISB-2:** Semester II will be of 150 Marks, out of which 50 marks will be for Dissertation Work and 100 marks will be Internship in TEI.
5. **ISB-3:** Semester III will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.
6. 50 marks will be carry in ISB I: Semester I, 50 Marks will be carry in ISB II Semester II, 50 Marks will be carry in Semester-IV. 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission Oresentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

#### QUESTION PAPERS:-


1. Each theory paper shall carry 100 marks and will be of 3 hours. Part A of theory paper shall contain 15 short answer questions of 30 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.
2. Part B of paper will consist five questions, In which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.
3. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.
4. These marks will be divided further as:-

Theory Paper

75 Marks

Sessional Work

25 Marks

  
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### **Sessional Work:-**

The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

### **Part-II Dissertation**

**200 Marks**

The dissertation shall be examined on the following line:

- (i) External Examiner 75 Marks (Final Report=50 , Viva=25)
- (ii) Internal Examiner 125 Marks (ISB PART-2 (50MARKS), ISB-3(50 MARKS), SEM-4(Pre-submission presentation 25 marks).

### **Working out the result and awarding division:**

The successful candidate shall be classified into two classes.

**Class-I-** Those obtaining 60 percent of the aggregate marks or more.

**Class-II-** Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

### **O.8 B Credits:**

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

  
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**SEMESTER-I**

**M.Ed - 01**

**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**100 Marks**

**Objectives**

After completing the course the students will be -

1. To enable the students to understand the psychological foundation of education.
2. To develop an understanding about theories of learning.
3. To develop an understanding about learners cognitive thinking and learning styles.
4. To develop an understanding of theories of personality and its measurement.
5. To understand psychological measurement, of all aspects of educational psychology.
6. To develop an understanding of concept, models and types of Meta-cognition.

**Course content**

**Unit-I Educational psychology and issues to Human Development 10HOURS**

- A. **Meaning and concerns** of education psychology, Contribution of various schools with reference to teaching –learning: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, and Constructivism
- B. **Methods in psychology**- Survey, Observation, Clinical, Case Study and Experimental
- C. **Concept of Growth & Development** of the learner (Physical, Social, Mental & Emotional Development) and their Implications for learning. Role of heredity and environment in Growth & Development. Individual differences:-meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).

**Unit-II Cognitive aspects of an individual 10 HOURS**

**A. Cognitive development:-**

- Cognitive process-Perception, Attention, Memory, Development of concepts, Logical –Reasoning, Critical-Thinking, Development of concepts, Strategies for Teaching concepts, Problem – Solving, Decision –Making. Study of consciousness: Sleep, Wake Schedule. Dream, Stimulus Deprivation. Role of meditation in quality sleep,

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- Critical appraisal of views of Piaget, Bruner & Vygotsky with reference to multiple school contexts of Bharat.

**B. Intelligence** - Nature, Impact of Heredity and environment on intelligence, Concept of intelligence according to Indian culture, Impact of culture on intelligence, Theories (Multiple intelligence, Triachic, Fluid and crystallized, PASS (Planning, Attention - Arousal and simultaneous successive model), Types of intelligence-Emotional, Social, Spiritual and Artificial.

**C. Creativity** -Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co-relation of creativity with intelligence

#### **Unit - III Paradigms of Learning**

**8 HOURS**

**A. Learning:** - Meaning, affecting factors, types and learning styles

**B. Learning theories with educational Implication:-** Hull's Reinforcement theory, Guthrie's Theory, Tolemen's Theory, Verbal Learning, Concept Learning, Skill Learning.

**C. Transfer of Learning:-** Factors, theories & their implication for teachers

#### **Unit - IV Personality and Motivation**

**10 HOURS**

**A. Personality:-**Definition and nature , Theories-Psychoanalytical : classical and Neo-Freudian, Humanistic: Roger and Maslow's, Biological, Genetic: Eysenck Arousal Theory and Zuckerman's Theory, Social – Cognitive Theory: Bandura's Theory. Personality Traits by Carl- Jung's-(Extroversion v/s introversion, Sensing v/s Intuition, Thinking v/s Feelings, Perceiving v/s judging ),Measurement of Personality.

**B. Motivation:** Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Reinforcement, Punishment-reward, Achievement Motivation by Mc- Cleland and educational implications, interest and aspiration, Measurement of Motivation.

#### **Unit V-Applications of psychology to health and education**

**10 HOURS**

**A. Adjustment:** Concept and definition, Factors affecting, adjustment (Frustration & Conflict). mechanism of adjustment, Ego-Defense mechanism, Identification and education of mal-adjusted children.

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- B. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:- panic and phobia, Vocational Guidance & Career Counseling.
- C. Promoting of positive health and well being:- mental-health& hygiene Resilience, Theory of Seligman, Positive thinking.

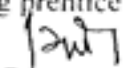
**Sessional Work:**

**25 marks**

- Active participation in routine class instructional deliveries (Practical work, tutorial, field work etc.)
- Prepare, Administration and scoring of psychological tests. (anyone)
  - i. Personality
  - ii. Case study
  - iii. Intelligence

**References:**

1. Arora, Rita,(2005),"Shikshan Adhigam ke Mano-samajik Aadhar" Shiksha Prakas Han, Jaipur.
2. Ausubel D.P. and Robison F.G.: School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
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6. Chauhan, S.S. (2001). Advanced educational psychology, New Delhi: Vikas Publishing
7. C.L. Kundu (1989) : Personality Development, Sterling publishers Pvt. Ltd., New Delhi.
8. Gage and Berlinger (1984) : Educational Psychology, Boston Houghton Miffins Company.
9. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press
10. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers. Bombay.
11. Joyce Bruce and well Marsha (1985). Models of Teaching prentice Hall of India Ltd.

  
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13. Michael Green (1989) : Theories of Human Development prentice Hall. englewood cliffs, New Jersey.
14. Moully George J : Psychology of teaching botton Allyn & Decan Inc.
15. S. Owen, H. Parker Blount, Heny Moscow (1978): Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto.
16. Wordsworth B.J. piaget's (1989): Theory og cognitive and affective Development, New York, Longman incorporated.

### SEMESTER-I

M.Ed. - 02

### HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

#### Objectives:-


After completing the course the students will be able -

1. To understand the development and role of Education in Historical, Political and Economical aspects in India.
2. To understand about multidisciplinary approach in relation to Education with other aspects.
3. To understand the relationship between political institutions, economic policies and historicism.
4. To understand the educational contribution of great thinkers.
5. To understand the role of central agencies in development of education in India.
6. To acquaint with the experiments and their contribution in education.
7. To understand the importance of democratic values and constitutional provisions for Education in India.
8. To understand the global trends of education in changing nature of global society like- open learning system, scientific & technical invasion, economic and social challenges.

#### Course Content:

Unit – I: Historical Aspects

8 HOURS

  
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- A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques. Impact of colonialism on Indian Society, economy, polity and education.
- B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

#### **Unit – II: Political Aspects**

**10 HOURS**

- A. Educational Contribution of prominent thinkers in brief: M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and Jyotibha Phoolle.
- B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for Education in India, Human Rights (U.N. declaration) with special reference to Child Right.
- C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

#### **Unit – III : Economical Aspects**

**10 HOURS**

- A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).
- B. Economics and Migration, The Economics of Brain Drain, Economic threatening : Poverty, Unskilled labour, lack of resources, inequitable growth, unemployment, Economic Underdevelopment.
- C. Contribution of Education for development: Skill development, Man power planning, Human Resource management and its relevance to Education, Niti Aayog : Origin concept, objects, role, functions and challenges.

#### **Unit – IV: Global Aspects**

**10 HOURS**

- A. Economic and historical forces in shaping the aims of Education, Dominance conflict and resistance in the concept of Education.
- Dellor's commission Report – 1996, Citizenship Education: Meaning, Concept, Qualities, Need and importance, Role of culture.

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- B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invasion, its impact on society and education.

C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.

#### UNIT V: CENTRAL AGENCIES OF EDUCATION

10 HOURS

A. Introduction: MHRD, NCTE, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.

B. Functions of Central agencies

C. Educational Implications in reference to quality enhancement in present teacher training challenges.

#### SESSIONAL WORK:-

Attempt any two of the following.

25-MARKS

1. Power point presentation on any topic of the syllabus of this paper (units 1-5).
2. Seminar on any topic related to political and economic issue based on education.
3. Three abstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.

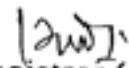
#### References:

1. अरोड़ा सीता (2007) : शिक्षा में नवचिन्तन, शिक्षा प्रकाशन, जयपुर।
2. Banerjee, A.C. & Sharma S.R. (1999). Sociological and Philosophical issue in Education. Jaipur, Book Enclave.
3. Brubacher John S. (1962) : Modern Philosophy of Education, New Jersey, Prentice Hall Inc.
4. Chatterjee Partha (1986). Nationalist thought in the Colonial World: A Derivative Discourse, Oxford University Press: New Delhi.
5. Dewey, John (1961). Democracy and Education. New York: Macmillan Company.
6. Freire Paulo, Cultural Action for freedom, Penguin Books: London. (1974)
7. Freire Paulo, Education for Critical Consciousness, Seabury Press, New York. (1973)
8. Goel, A. and Goel, S.L. (2005). Human Values and Education. New Delhi: Deep & Deep Publications Pvt. Ltd.
9. Gupta, Rambabu (1995) : Indian Education and Its Problems. Ratan Prakashan Mandir, Agra.
10. Gupta Rainu (2010) : Shiksha Ke Sinddanth. Agra, Agrawal Publication.

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11. Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). Education: Culture, Economy and Society. New York: Oxford University Press.
12. Joshi, Kireet (2000). A National Agenda for Education. Delhi: The Mother's Institute of Research.
13. Joshi, Kireet (2000). Education at Corssroads. Delhi: The Mother's Institute of Research.
14. Mehta D.D. : Development of Education System in India. Tondon Publication, Ludhiana.
15. Mukalal Joseph C. (2007) : Gandhian Education. Discovery Publishing House, New Delhi.
16. Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). Globalization and Indigenous People in Asia. New Delhi : Sage Publishers.
17. National Council of Teacher Education (1999). Gandhi on Education. New Delhi: NCERT.
18. National Curriculum Framework. (2005). www.ncert.nic.in National Knowledge Commission (2006).
19. Pandey, R.S. (1997): East West thoughts on Education, Allahabad, Horizon Publishers.
20. Rusk, R.R. and Scotland, J.(1979) Doctrines of the Great Educators, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
21. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लाल बुक डिपो।
22. Sharma A.P. (1999) : An Approach to Philosophy of Education. New Delhi, The Indian Publication.
23. शर्मा आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
24. Sharma, Y.K. (2002) The Doctrines of the Great Indian Educators, New Delhi. Kanishka Publishers, P.371.
25. Sodhi, T.S. & Suri A (1998). Philosophical and Sociological Foundation of Edu., Patiala Bhawa Publication.
26. शुक्ला सी.एस. : भारत में शिक्षा प्रणाली का विकास, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।

  
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## EDUCATIONAL STUDIES

**MARKS 100**

### Objectives –

After completing the course the students will be able –

1. To develop an understanding about the concept of Educational Studies.
2. To develop insight into different areas of Educational Studies.
3. To enrich their professional life by the study of comparative education.
4. To help them perceive the wide variety of education tasks and arrangement in different countries.
5. To acquaint them with the recent research done in different fields of Education.
6. To acquaint with contemporary concerns of Education.
7. To develop skill in analyzing research paper.
8. To understand recent education policies and acts.

**Course Content:**

**UNIT - I      Areas & Analysis of Educational Studies -    9 HOURS**

- A. Pedagogical, Philosophical, Sociological, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama-Arts, Special education and Environmental Scenario.
- B. Analysis of Educational Studies from reputed and recognized, educational journals.

## UNIT II-Changing Socio-Cultural Context of Education 10 HOURS

- A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education
- B. Process of socialization and acculturation of child-critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context

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**UNIT - III Comparative Education**

**9 HOURS**

- A. Concept, Meaning, Nature and Importance Comparative Education.
- B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

**UNIT - IV Contemporary Concerns of Education -**

**10 HOURS**

- A. Impact of prevailing examination system on students and stake holder, Past exam reforms, -Secondary Education Commission(1952-53), Education Commission(1966), NPC (1986), National Focus Group Position Paper on exam reform. (Improving quality through range of question, grading, credit system, mode of certification and role of ICT
- B. Public - Private Partnership - issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree (emphasis on professional skills and life skills), Environmental Education, Gender Sensetazitation

**UNIT - V Recent Education Policies and Acts**

**10 HOURS**

- A. RTE Act (2009) (Approaches to education, economic reforms, Human rights, Lifelong education), NCF 2005 and 2009, Ninth Five Year Plan on Education (1997 - 2002), Tenth Five Year Plan on Education (2002 - 2007)
- B. Constitutional Provision in Education

**Sessionals -**

**Any two**

**25 marks**

- Evaluation of Research Paper.
- Action Research on any one educational topics
- Review of NCF 2005 & 2009.
- A comparative study of professional life on the bases of India & abroad.

**References:-**

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

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8. NCERT (1987): In-service Teacher Education Package for Primary School Teachers. New Delhi.
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12. Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

### Semester - I

### M.Ed. - 04

### Introduction to Research Methods

Marks 100

#### Objectives:-

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.

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5. Select research problem, preparation of research proposal, doing research and its report writing.

6. Understand recent research trends in India & abroad.

## **COURSE CONTENT**

### **UNIT I Structuring Educational Research**

**10 Hours**

**A. Nature of research, knowledge and inquiry:** Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intuition, Tenacity, Rationalism, Empiricism) and their role in knowledge generation, Meaning, nature & need of research nature, scope and significance of Educational Research, Major orientation in Educational Research: Philosophical, Sociological, Psychological, Technological and Management etc. Types of Researches: Fundamental, Applied & Action Research, Quantitative & Qualitative.

**B. Research Problem:** Sources for identifying the research problem, Characteristics of a good research problem, Scientific Steps of Research, Reviewing Literature (online database, encyclopedia, etc), Ethical issues in Research-Plagiarism, APA guidelines for human participants in research.

### **UNIT II Design in Educational Research**

**10 Hours**

**A. Quantitative Research:** Descriptive research. Subcategories of Descriptive Research: Surveys, Correlational Studies, Ex-post facto research, Historical research (meaning, steps, significance, primary and secondary sources and internal and external criticism). Experimental Research. Experimental design, Quasi Experimental Design, Factorial Design, Single-subjects design, Controlling, extraneous and intervening variables.

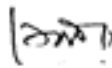
**B. Qualitative Research:** Case studies (Developmental and longitudinal), Ethnographic studies, Phenomenological research and naturalistic inquiry, Grounded theory, Policy research.

**C. Mixed Research-meaning, fundamentals principals, strength and weakness, types and limitations**

### **UNIT III Variables, Hypothesis, Population & Sample**

**10 Hours**

**A) Variables :** Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

  
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**B) Hypothesis :** Meaning and difference between assumptions, postulates and hypotheses. Meaning and types of hypothesis: difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing, Types of errors: Type I and Type II

**C) Populations and Samples :** Population and Sample, Characteristics of a good sample, Sample procedure

**UNIT IV: - Tools and Methods of data collection**

**8 Hours**

**A) Tools :** Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry.

**B) Validity, Reliability & Objectivity of a Test, Adaptation of a Test**

**UNIT V Writing of Research Proposals, Recent trends in Education**

**10 Hours**

**A. Writing of Research Proposals -** Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims objectives and hypotheses, Delimitation, Methodology, samples, tools, Scope , limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation

**B. Recent trends in Education -** History of Research, Education Research in India, Education Research in Abroad, Futuristic Trends of educational Research

**Sessional:-**

**25 marks**

1. Review of literature on any area of research(Reference and bibliography)
2. Concept map of any area of research methods.

**References:-**

1. Best, John W. : *Research in Education*
2. Dalen, Deobold B. Van: *An Introduction to Educational Research*.
3. Fisher, R: *Designs of Experiments*.
4. Garrett, H.E. : *Statistics in Education and Psychology*.
5. Good, C.V.: *Introduction to Research*.
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8. Kerlinger, Fred N: *Foundations of Behavioural Research*.
9. Mouley, George J.: *The Science of Educational Research*.
10. Myros J.K.: *Fundamentals of Experimental designs*.
11. Verma, M.: *An Introduction to Educational and Psychological Research*.

### Semester-II

M.Ed. - 05

### Philosophy of Education

Marks : 100

#### Objectives:

After completing the course the students will be able -

1. To understand the relevance of philosophy as a discipline.
2. To develop a deeper understanding of the relationship between philosophy and education.
3. To understand the scope and application of educational philosophy.
4. To acquaint with the philosophical theories underlying educational principles.
5. To appreciate the contribution of western philosophy and Indian Philosophy to Education.
6. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

#### Course Content:

##### Unit 1 Educational Philosophy

8 HOURS

- A. Philosophical Foundation of Education: - Meaning & scope of Philosophy, Need of philosophy in life and for a Teacher its Practical Meaning & Various definitions of education.
- B. Interrelationship between philosophy & Education, Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism, Scope- Functions of Educational Philosophy

##### Unit 2 Fundamental philosophical Issues: -

10 HOURS

- A. Metaphysical Issues: The issues with special reference to ontology, cosmology and theology, Epistemological and axiological issues.

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- B. The issues special reference to reality and objectivity, worth of knowledge and truth
- C. Axiological Issues: Ethics and aesthetic issues, their origin and scope. Nyaya, Yoga, Samkhya.

**Unit 3. Comparative Study of the western Schools of Philosophy 10 HOURS**

- A. Study of western schools of Philosophy on the basis of following point : Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Discipline, Teacher pupil relationship and their place in education, Beliefs about nature of knowledge, Morality and Values.
- B. Naturalism, Pragmatism, Idealism, Existentialism and Realism

**Unit 4. Impact of Educational Philosophy of some Indian Philosopher- 10 HOURS**

- A. Study of Indian Philosophers keeping in mind the following points: - Concept of education and Effect of their contribution on philosophies.
- B. Specific contribution and its relevance with contemporary educational practice:- Dr. Jakir Hussain, Dr. S. Radhakrishnan, J. Krishnamurti, Dr. B.R. Ambedkar

**Unit 5. Indian School of philosophy 10 HOURS**

- A. Study of Indian Schools of philosophy keeping in mind the following points :-Thematic Concept, Aims of Education, Curriculum, Teaching Methods and Discipline
- B. Upanishad, Bhagvad Gita, Jainism, Buddhism, Vedanta Philosophy and Islamic Philosophy

**Sessional Work:**

- Any two of the following: **25 Marks**
- ❖ One term paper on any topic related to educational philosophy.
  - ❖ Report writing of a panel discussion or college of educational philosophy.
  - ❖ Abstract of two recent educational philosophical research paper.

**References:**

1. Broadly Harry (1967). Building a Philosophy of Education, Englewood; Cliffs, Prentice Hall Inc.
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8. Pandey, R.S. (1997): East West Thoughts on Education: Allahabad. Horizon Publishers
9. Pareek. M. & Sharma Rajni,(2005).Udaiman Bhartiya Samaj mein shikshak avam Shiksha.Shiksha Prakashan , Jaipur
10. Rurk Robert R. (1956). The Philosophical Bases of Education. Bosten; Houghton Mifflin.
11. शर्मा आर.ए (2014) : तत्वमीमांसा, ज्ञानमीमांसा, मूल्यमीमांसा एवं शिक्षा, आर लाल बुक डिपो, मेरठ।
12. Thomson Godfrey (1957). A Modern Philosophy of Education. London: Gersrge G. Garper & Colts.
13. Wynee John P. (1947). Philosophy of Education. New York: Prentice Hall Inc.

## SEMESTER II

M.Ed.- 06

## SOCIOLOGY OF EDUCATION

Marks 100

### Objectives:-

After completing the course the students will be able -

1. To understand the concept of Educational Sociology and Sociology of Education.
2. To understand the relationship among Education, Society and social substance.
3. To understand the contribution of great educator's to society and education.
4. To understand the process of socialization relationship between culture, society and education.

  
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5. To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.
6. To understand the concept and process of social stratification and social change.
7. To understand the issues of excellence, equality and inequalities.
8. To understand emerging trends of society in global perspectives.
9. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.

**Course Content:**

**Unit –I: Education and Sociology**

**8 HOURS**

- A. Meaning, Nature, Scope of Educational Sociology, Difference and relationship between Education Sociology and Sociology of Education.
- B. Nature of Sociological Inquiry, Relationship of Education and society, social-system, Education as a subsystem of society and its relationship with other subsystems: Family, caste and state, Theoretical approaches and contribution of sociology of Education: Antonio Gramsci, Paulo Freire, Talcott Parson's.

**Unit – II : Socio- Cultural Context of Education**

**10 HOURS**

- A. Relationship of Education with culture, cultural change, cultural conflict, cultural relativity, cultural pluralism, VIS-A -VIS Education, Indian culture in global perspectives.
- B. Process of socialization and acculturation of the child, critical appraisal of the role of school, parents, peer groups and the community.
- C. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

**Unit – III : Education as a Social Process**

**10 HOURS**

- A. Concept of change, planned change and process of planned change.
- B. Education as related to social change, social mobility and social stratification.
- C. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.

**Unit – IV : Social Dimensions of Education**

**10 HOURS**

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- A. Meaning and concept of social ecology and contribution of education to maintain harmonious social ecology.
- B. Social structure and education: conflict, Crisis within Indian social structure.
- C. Unity and diversity in India. Education and Inequalities: caste, class, gender, education for the oppressed, issues of equality of Education opportunity and excellence in Education.

#### UNIT – V Futuristic Society and Education

10 HOURS

- A. Meaning of futuristic society, goals of education in global perspective.
- B. Social hindreny in educational upliftments as caste, religion, regionalism, poverty perspective
- C. Challenges of education in future social perspective.

#### SESSIONAL WORK -

Attempt any two of the following :-

(25 marks)

- a. Survey of any social problem and present a report.
- b. Case study of any social institution.
- c. Conduct a social awareness programme in an educational institution.

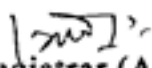
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2. Banerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur : Book Enclave.
3. Bhatia. K.K. (2005). Education in Emerging Indian Society, Ludhiana: Kalyani Publishers.
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17. Mohanty, J. (1994). Indian Education in the Emerging Society, New Delhi: Sterling Pvt. Ltd.
18. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
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23. Sodhi T.S. & Suri A.(1998). Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.
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**Semester-II**  
**M.Ed -07**  
**Curriculum Studies**

MARKS 100

**Objectives:-**

**After completing the course the student will be able:**

1. To understand the concept of curriculum and curriculum development.
2. To develop an understanding about important principles of curriculum construction.
3. To get acquainted with the curriculum design, it's theories and procedures.
4. To acquaint the students with the existing approaches to curriculum design.
5. To acquaint the students with the process of curriculum development.
6. To enable the learners to reflect on various trends in curriculum development.
7. To enable the learner to appreciate the need for evaluation of curriculum.
8. To develop competencies to design and evaluate curriculum.

**Course Content:**

**Unit I Concept and Meaning of Curriculum:**

**8 HOURS**

- Concept, meaning and characteristics of curriculum. .
- Determinants of curriculum. - Philosophical (national democratic). Sociological (socio-cultural reconstruction) and Psychological. (learner's need and interests).
- Approaches to Curriculum-Subject, Learner, Community centered and interdisciplinary curriculum.

**Unit II Curriculum development and theories:**

**10 HOURS**

- History, Guiding Principles, Stages and Strategies of Curriculum development.
- Curriculum and Constructivism.
- Curriculum and Critical Theory.

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- Curriculum and Poststructuralist Theory.

**Unit III Conceptions and Designing of the Curriculum: 10HOURS**

- The Humanistic, Social Reconstructionist and Technological Curriculum.
- Organization, Components, Sources, Principles and Approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

**Unit IV Evaluation and trends in Curriculum 10 HOURS**

- Concept, Meaning, Need, Importance and Aspects of Curriculum Evaluation.
- Models of Curriculum evaluation consensus-Pluralistic.
- Trends in Curriculum Research.

**UNIT V- Models of curriculum design: 10 HOURS**

- The Taba Model,
- The Saylor and Aleoxander's models.
- Good lad's model of curriculum design.
- Models of Curriculum Evaluation : Tyler's, Stake's, Scriven's and Krikpatrick's Model

**Sessional Work: -**

Following two:- **25 marks**

- Report writing on different factors which affect curriculum development in our country.
- Analyze senior secondary curriculum of state board of any subject of your choice.

**REFERENCES:-**

1. Aggrawal, J.C(1990): Curriculum Reforms in India: Doaba house.
2. Annuing, Angela(1995): " A National Curriculum for the Early Years". Open Univesity Press, Buckingham, Philadelphia.
3. Audrey & Howard Nocholls(1978):" Developing Curriculum", A practical guide- George Allen& Unwin, Boston, Sydney, London.
4. Bhatt, B.D. - Curriculum reform, Kanishka Publishers, New Delhi.
5. Bhatt, B.D and Sharma, S.R(1992) Principle of curriculum Construction Delhi, Kanishka Publishing House.
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10. Edward. A. Krug(1960): The Secondary School Curriculum", Harpaer and Row Publishers. New Your & Evauston.
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16. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi

### SEMESTER: - II

### MED-08

### TEACHER EDUCATION I

MARKS 100

#### Objectives:-

After completing the course the students will be able -

1. To create awareness of various problems of Teacher Education.
2. To acquaint with the teacher education programmes at all levels.
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.
4. To acquaint with the responsibilities pertaining to school organization and classroom management.
5. To appreciate the need for research in Teacher Education.

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6. To acquaint with the various statutory bodies regarding Teacher Education.

**Course Content:**

**Unit 1: Context of Teacher Education:**

**10 HOURS**

- a) Meaning, Nature, Scope and Significance, Teacher Education and Social Intervention.
- b) Aims and Objectives of teacher Education at different level.
- c) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- d) Futuristic Views of Teacher Education. (Preparation of Teachers for Schools, Inclusive Classrooms and the Global Context)
- e) Curricular Areas of Initial Teacher Education – National Curriculum Framework (NCF) 2009. Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.

**Unit 2: Knowledge based Teacher Education:**

**10 HOURS**

- a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Constitutive Interests, Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - the General Principles of Teacher Effectiveness.
- c) Reflective Teacher Education –Meaning, Strategies for Promoting Reflection, Reflective Thinking v/s Reflective Action, Reflective Practice leading to Reflective Teaching, The Reflective Teaching Model, Need for Reflective Teaching, Difference between Reflective Teaching and Action Research.

**Unit 3: Models of Teacher Education and Instructional Methods**

**8 HOURS**

- a) Models of Teacher Education - Behaviouristic Teacher Education Model, Competency - based Model, Personalistic Model, Traditional Craft in Teacher Education, Inquiry-oriented Teacher Education, Knowledge Building Community Model.
- b) Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

**Unit 4: Managing Practicum in Teacher Education:**

**10 HOURS**

- a) Integration of Theory and Practice
- b) Organization, Observation, Supervision and Assessment of Practice Teaching.

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- c) Concept and Types of Feedback to Student Teachers.
- d) Principles and Organization of Internship.
- e) Mentoring and Coaching in Teacher Education.

**Unit 5: Issues and Concern in Teacher Education: 10 HOURS**

- a) Developmental concept of a teacher.
- b) Problems of teacher education at school levels.
- c) Quality assurance and accreditation in teacher education.
- d) Application of ICT in teacher education.
- e) Code of teacher education.

**Sessional Work: -**

**25 Marks**

- A critical study of one teacher training college.
- Contribution of UGC, NAAC, CTE, & IASE for quality enhancement.

**REFERENCES:-**

1. Chakrabarti, Mohit Teacher Education modern Trends.
2. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
3. Dikshit (Dr.) S. S. - Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi.
4. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Down, Delhi-9.
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8. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
9. Sharma, R.A. Teacher education- Theory, Practice & Research.
10. Sharma, R.S. Emerging Trends in Teacher Education.

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### Working out the result and awarding division:

The successful candidate shall be classified into two classes.

**Class-I-** Those obtaining 60 percent of the aggregate marks or more.

**Class-II-** Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 percent. In dissertation the minimum passing marks shall be 48 percent.

### O.8 B Credits:

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

## SEMESTER-3

### Specialization Select one out of four Paper

#### M.Ed 09

#### **Pedagogy of Science Education I(a)**

#### **Objectives:**

marks-100

On completion of this course, the students will be able to:

- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarity between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;

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- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects

#### **Unit I - Nature of Science**

- Evolution of science as a discipline,
- Science as a dynamic expanding body of knowledge
- Development of scientific knowledge
- Scientific methods explanations
- Science and technology,

#### **Unit II -Curriculum of Science Education**


- Trends in science education from the beginning of the nineteenth century to the present- at national and international level
- Criteria of validity of science curriculum
- Content, ethical environmental, process, cognitive, historical.

#### **Unit III- Approaches to Teaching-Learning of Science-I**

- Approaches to concept learning,
- Constructivist approaches to science learning
- inquiry method, problem solving strategies,
- concept, development investigatory approach,
- inductive method, project based learning,
- planning different types of projects,
- cooperative collaborative learning,
- Use of ICT in teaching-learning of science concepts at secondary level.

#### **Unit IV-Assessment in Science Education**

- Continues and comprehensive evaluation in science
- Assessment of affective measures in science

  
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- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students

#### **Unit V- Contemporary Issues in Science Education**


- Contribution of women in science
- Scientific and technological Literacy.
- Ethical aspects of science.

#### **SESSIONAL WORK                      25 MARKS**

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

#### **REFERENCES:-**

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April/June) 20-25.
3. Bhatnagar S.S. (2003). Teaching of science. Meerut: Surya publications.
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5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
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10. International Journal of Science Education.
11. Journal of Research in Science Teaching (Wiley-Blackwell).
12. Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
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14. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
15. Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

### M.Ed 09

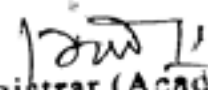
### Pedagogy of Mathematics Education-1(b)

**Objectives:-**

**marks-100**

On completion of this course students teacher will be able to:

- distinguish between science and mathematics appreciate the abstract nature of mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills highlight the significance of mathematics laboratory.
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

  
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### **Unit I- Nature, Development and Significance of Mathematics**

- Distinction between mathematics and science
- Distinct roles of pure and applied Mathematics
- Mathematization-aesthetic aspect of mathematic
- Historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

### **Unit II- Objectives and Strategies of Teaching-learning mathematics**

- Aims and Objectives of teaching mathematics at various school levels,
- Instructional objectives in teaching mathematics
- constructivist approach in teaching of mathematics
- methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods, problem solving skills
- Stages in problem solving techniques to improve problem solving skills.

### **Unit III- Curriculum of mathematics at different stages**

Analyze the curriculum at-

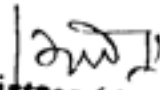
- preprimary, primary,
- upper primary,
- Secondary & higher secondary.

### **Unit IV- Structure of Mathematics**

- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems etc.
- types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction;

### **Unit V- Evaluation in Mathematics-I**

- Concept of evaluation in teaching

  
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- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

### **SESSIONAL WORK**

**25 MARKS**

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

### **REFERENCES:-**

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L. (2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
4. Chambers, P. (2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
6. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
7. Grouws, D.A. (ED) (1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
8. Heimer, R.T. & Trueblood, C.R. (1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
9. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Routledge Falmer Series.
10. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
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13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
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17. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
18. Resonik, L.B. & Ford W.W. (1980):The psychology of Mathematics instruction, New Jersey: Lawrence Erlbaum Associates.
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20. Schonell, F.J.& Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

### M.Ed 09

## **Pedagogy of Language Education-1(c)**

**Objectives :-**

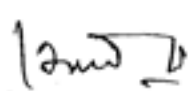
**marks-100**

On completion of the course students teacher will be able to:

- gain an understanding of the nature, functions and the implications of planning for
- teaching language/languages understand the psychology of language learning gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language
- and teaching literature in the context of first language and second language
- examine various areas of research in language education

### **Unit I- Conceptual Issues Language Learning-1**

- Language acquisition and communication

  
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- factors affecting language learning and language acquisitions and communication Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive, constructivism and Language,
- Recent theorization: intentionality, application of these theories to development of methodologies of teaching-learning of language.

### **Unit II-Individualization of Language Learning**

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Development of language curriculum and the syllabus: dimensions, factors.

### **Unit III- Pedagogy of Language**

- First language
- Seconded language
- Third language

### **Unit IV- Innovative Teaching Learning of Languages**

- At-primary
- upper primary
- secondary,
- and higher secondary,—
- Pedagogical study of languages.

### **Unit V- Contextual Problem in Language Learning**

- Multilingual class room
- problem of curriculum text above development
- three language for rule constitution provision regarding language

**SESSIONAL WORK**

**25 MARKS**

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- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences and assignments focusing in observation and interaction with children.

## REFERENCES;-

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
3. Britton, J. (1973). Language and Learning. England: Penguin Books.
4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
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6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison-Wesky, Pub Co.
7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
10. Osherson, N. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusetts Institute of Technology.
11. Pavlenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.

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**M.Ed 09**

**Pedagogy of Social Science Education-I(d)**

**Objectives:-**

**Marks-100**

After completion of the course the students be able :

- To develop an understanding about the meaning, nature, scope of social sciences and social science education
- To find out the distinction and overlap between social sciences, humanities and liberal arts
- To understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- To use Effectively different media, materials and resources for teaching social sciences
- To construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

**Unit I – Conceptualisation of Social Science Education**

- Concept, nature, and scope of social sciences
- Existing approaches of teaching-learning of social sciences
- Epistemological frame proposed in educational policy documents
- Various national curriculum frameworks concerning teaching-learning of social sciences.

**Unit II –Social Science Curriculum Approaches to organization of social science**

- Curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- Teacher's education manuals, other content enrichment materials –their conceptualization and processes;

  
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### III – Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach;
- Inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches,
- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project,

### Unit IV- Media, Materials and Resources for Teaching-Learning

- Effective use of print media and audio-visual materials for social science,
- Integration of ICT in teaching-learning of social science. development of teaching-learning materials, workbook;
- Activity book and self instructional materials.

### Unit V – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation,
- Diagnostic test and remediation, assessment tools,

### SESSIONAL WORK

25 MARKS

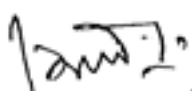
- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

### REFERENCES:-

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.

  
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1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York. 42
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
5. GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.
6. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
7. Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
9. Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.
12. Lambert, David and Balderstone, David (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.

  
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13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography:  
Principles and Procedures, National Council of Educational Research and Training,  
New Delhi.

M.Ed – 10

**Guidance and Counseling-1**

**Marks-100**

**Objectives :-**

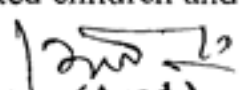
After completing the course the students will be -

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

**COURSE:-**

**Unit- 1 Guidance**

- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjective guidance, Identification of maladjusted children and the principles of dealing with them.

  
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### **Unit – 2 Appraisal of an individual**

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.

### **Unit-3 Counselling**

- Meaning, need, characteristics,
- principles of Counselling
- Process and types of Counselling

### **Unit-4 Counselling theories**

- Client Centered Therapy (Carl Rogers)
- Rational Emotive Therapy (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)


### **Unit- 5 Techniques of Counselling**

- Individual counseling : Counselling interviews- Meaning, purpose, conditions of interview,
- Qualities and responsibilities of an interviewer, evaluation of an interview. group Counseling : Meaning, purpose, importance types of group Counseling- regular subject
- classes, core curriculum classes, special groups, school assemblies, clubs.

### **Sessional Work:**

**25 marks**

- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

  
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### References:-

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological tesing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGrow Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985


### M.ED-10

### Curriculum, Pedagogy and Assessment-1(ii)

Marks : 100

### Objectives:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning and developing course contents in the subjects of teaching.
- Understand the range of cognitive capacities among learners.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.

  
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Course :-

### UNIT-1 Curriculum

- Curriculum : Need, scope and approaches (Teacher centered, child centered, activity centered). Curriculum and syllabus: concept and difference
- Foundations of curriculum : Epistemological, sociological, Psychological
- Principle of curriculum construction: Formulating aims and objectives, specifying content, defining teaching learning experience and evaluation.
- Characteristics of good curriculum

### UNIT-2 Pedagogy: Teaching Learning Process

- Pedagogy : Concept, meaning and characteristics, difference between Pedagogy and Educational Technology.
- Instructional objectives: Difference between Objectives and Instructional Objectives, Bloom's Taxonomy.
- Relationship among teaching, learning and instruction

### UNIT-3 E-Resources in Teaching Learning Process

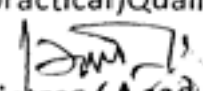
- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning : Meaning and importance Offline and Online learning and E-Library
- Multimedia : Print media (Text books), Electronic media (Radio, T.V., Computer)

### UNIT-4 Current Practices in Education

- Teaching Methods:- Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques : Panel Discussion, Workshop, Seminar, Symposia, Team Teaching

### UNIT-5 Educational Evaluation: Trends, Tools & Techniques

- Measurement, Assessment and Evaluation : Concept, Meaning, principle, Importance and difference.
- Tools and techniques of Evaluation : Characteristics, affecting factors.
- Tools of evaluation : Quantitative ( Written, oral and practical) Qualitative (Observative , Introspective Projective and Sociometry)

  
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- Planning and Preparation of test (Including Blue Print)

**Sessional work:-**


**MARKS—25**

**(Any two of the following)**

- \* Critical analysis of the existing curriculum at various levels primary/Secondary/ Higher Secondary.
- \* Critical analysis of curriculum development policies.
- \* Study of instructional practices with reference to use of classroom skills.

**References :-**

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
  2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
  3. Clayton, Thomas E. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
  4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
  5. Knirk, R.G. And Chailds John W. General Method of Effective Teaching: Practical Approach, New Yark, Thomas y. Browell, 305 pp
  6. Pandey, K.P. (1968) – Evaluation in Education (Hindi), Meenakshi Prakashan, Meerut, 230 pp.
  7. Sharma, R.A. (1996) – Educational Teachnology , Internatinal Publishing Meeruit. Pp. 352.
  8. Thyne, James M. (1970) – Psychology of learning and Techniques of Teaching, London : University Press, 280 pp.
  9. Tanner, Baniel (1972) – Using Behaviour Objectives in the Classroom, New York : MacMillian, 71 pp.
- Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers

  
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**OBJECTIVES**

MARKS-100

**After completion of the course the student-teachers will be able to:-**

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

**Unit-I Management of Elementary Education:-**

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided, central, Navodaya, International, public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

**Unit-II Planning**

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.

**Unit-III School management:-**

- Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

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#### Unit-IV Universalization of Elementary Education (UEE)

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

#### Unit-V Programmes & Policies for Elementary Education

- Operation black board
- Mid-day-meal
- DPEP (District elementary Education programme)
- *Shiksha Karni* project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:-
- SSA, *Kasturba Gandhi Balika School*, NPEGEL, (national programme for Education of Girls)
- Role & responsibility of DO,BO,DD, Head masters & SMC etc.

#### SESSIONAL:- (TWO)

25 MARKS

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyse quality & quantity of Mid-day meal in any rural and urban school.

#### References

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
- Griffiths, V. L. (1963). Educational Planning. London, O. U. P.

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**M.Ed. 10 (iv)**

**Educational Management, Administration and Leadership-I (iv)**

**OBJECTIVES**

**MARKS : 100**

**: After completion of the course the student-teachers will be able to:-**

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

**Unit - 1 Concept, need and process of Educational Planning**

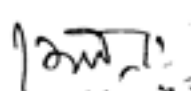
- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type school in India.

**Unit – 2 planning at central, state and local levels:**

- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
- School programme
- School Building
- Teaching training facilities
- Location of Schools.

**Unit –3. Problems of educational Planning:**

- Calculating cost of education at various type of school.

  
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## • Comprehensive approach vs. Selective approach.

- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.
- Educational expenditure & planning.

### Unit 4-Performance in educational institutions

- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- Financial and administrative management of educational institutions.

### Unit 5 Resource Management in education

- Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

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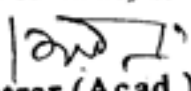
#### - SESSIONAL:- ( ANY ONE)

MARKS -25

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

#### Reference:

- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.
- Government of India Five Year Plans.
- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.

  
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- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
- Hanson, A. H. The Process of Planning: A Study of India's five year Plans (1950-1964) London : Oxford University Press, 1966.
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

**M.Ed 10**  
**EDUCATIONAL TECHNOLOGY (v) -I**

**Marks-100**

**Objectives :-**

After completing the course the students will be -

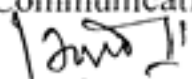
- To enable the learner to become effective user of technology in Education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To make the student familiar with new trends, techniques in education along with e learning.
- To enable the student to become good practitioner of Educational technology and e-learning.

**UNIT – 1: Meaning & Scope of Educational Technology**

- Educational Technology as system approach to educator.
- System approach in educational technology and its characteristics.
- Components of Educational technology software and hardware.
- Modalities of Teaching
- Difference between teaching and Instruction, conditioning & training Stages of teaching pre – active, interactive and post – active.

**UNIT 2 – Communication**

- Communication – Meaning,
- Elements, contexts and
- Models of Communication, necessities for better Communication

  
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## **UNIT 2 – Communication**

- Communication – Meaning,
- Elements, channels and
- Models of Communication, necessities for better Communication

## **UNIT – 3: Integrating Multimedia in education**

- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications - Computer based training - Electronic books and references - Multimedia application for educationist - Information kiosks - Multimedia www and web based training

## **UNIT - 4 Educational software applications**

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

## **UNIT V: Distance Education**

- Definition, characteristics, Methods and Techniques, Barriers, Modes of
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology : Concept, Definition & Uses

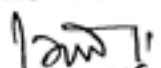
### **Sessional Work:**

**25 marks**

- Students should develop at least 20 frames on any topic related to above topics.

### **References:**

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology

  
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2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

### THEME BASED ON INSTITUTIONAL STRENGTH

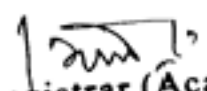
#### M.Ed.:10 ( vi a ) Lifelong Education

#### Objectives:-

**MARKS-100**

After completing the course the students will be -

- To enable the students Psychological, Philosophical and Sociological Perspectives of Lifelong Learning,
- To enable the students to various Learning Theories in the context of Lifelong Learning,
- To enable the students appropriate Skills for Motivation and Environment Building  
Learn various Philosophies of Learning
- To enable the students the Conceptual framework of Adult and Lifelong Learning.
- To enable the students insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- To enable the students the Role of Lifelong Learning in the context of Globalization.
- To enable the students International practices across the world.

  
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**Course:-**

**Unit –I Concept of Lifelong Learning**

- Meaning, Nature & Scope of Lifelong Learning
- Types of Learning – Informal, Non-formal & Formal
- Integrated Approaches in Lifelong Learning
- Role of Mass Media in Furthering Lifelong Learning

**Unit- II Historical Perspective**

- Historical Perspective of Lifelong Learning in India – Pre and Post Independence period.
- Lifelong learning in developing and developed countries:
- Tanzania, Brazil, China, USA and Canada, Asia and Europe

**Unit- III Andragogy & Pedagogy**

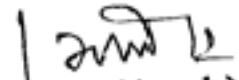
- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy,
- Continuing Education,
- Formal-Education,
- Non-Formal Education,
- Incidental Learning, Illiteracy and its forms.

**Unit – IV Lifelong Learning Programmes**

- Lifelong Learning Programmes: Social Education,
- Gram Shiksha Mohim,
- Farmer's Functional Literacy Programme,
- National Adult Education Programme
- National Literacy Mission.

**Unit – V Lifelong Learning and Development**

- Lifelong Learning and Development - Social, Economic, Political and Cultural.
- Extension Education, Field Outreach and Community engagement in Lifelong Learning.
- Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.

  
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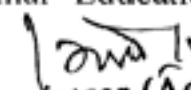
**SESSIONAL WORK**  
(ANY TWO)

**MARKS 25**

- Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;
- Participation in bridge school programmes in a village / neighbourhood;
- Visiting a distance education study center and studying its functioning;

**References:**

1. Adinarayana Reddy. P , and Uma Devi. D, (2006) Current Trends in Adult Education, Sarup & Sons Publishers, New Delhi,.
2. Anil Bordia, Kidd J.R and Draper.J.A, (Edt) Adult Education in India, Nachiketa Publications Limited 5, Kasturi Buildings, J Tata Road, Bombay – 400020.
3. Ansari N.A; (1990) Adult Education in India, S. Chand & Co. New Delhi.
4. Bhaskaracharyulu Yerroju, (Edt), (2009) Facets of Continuing Education, Sarup Book publishers Pvt. Ltd. New Delhi
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### M.Ed-10 (vi-b)

#### **Value Education and Human Rights**

Objectives: *After Completion of the course the student will be*

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course :-

#### **Unit 1 The Socio-Moral and Cultural Context**

- Concept, meaning, Need and importance of value education in the existing social scenario.
- Valuation of culture: Indian culture and human values spiritual values.

#### **Unit 2 Nature and Concept of Morality and Moral Education**

- Nature and Concept of Moral Education
- Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination

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### Unit 3 Moral Learning to Moral Education

- Moral learning outside the school –
- child rearing practices and moral learning,
- moral learning via imitation.
- Nature of society and moral learning.

### Unit 4 Transactional Strategies for Moral Education

- Models of moral education –
- Rationale building model,
- The consideration model,
- Value classification model,
- Social action model; assessment of moral values.

### Unit 5 Assessment of Moral Maturity

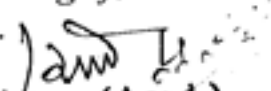
- Role of Assessment
- Important of assessment
- Process and techniques

### TASK AND ASSIGNMENT:- MARKS-25

- A review of implementation and evaluation of different schemes for human rights and values.

### REFERENCES:-

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8. Peters R. S. (1966), *Ethics and Education*, London: Allen and Unwin
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12. Wilson, J., Williams, N. and Sugarman, B. (1967), *Introduction to Moral Education*, Penguin Books.

**M.Ed-10 (vi-c)**

**PEACE EDUCATION I**

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

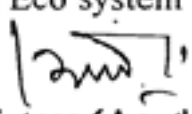
- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

**UNIT I Concept of Peace-I**

- 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 Nonviolent liberation technique (Satyagraha) and Disarmament.

**UNIT II Concept of Peace-2**

- 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.

  
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### **Unit 3- 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

### **UNIT 4.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,

### **Unit 5- 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.

### **SESSIONAL:-**

Any one

Marks-25

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.

  
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#### M.Ed-10 (vi-d)

### YOGA EDUCATION -I

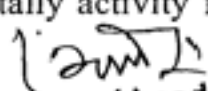
#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

#### Unit 1. YOGA EDUCATION

  
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- Introduction, Meaning, Definition and -concepts of Yoga Introduction,
- Objectives ,Scope of yoga education & allied areas in yoga Education

## Unit 2. YOGA EDUCATION AND METHODS

- Need & importance of yoga education in different levels of school(sec. and sr. sec.level)
- Training methods:- Development of components of fitness and motor fitness through training methods.
- Development of Techniques and Tactics.

## Unit 3. Types of Yoga

- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school
- Theories of Yoga Practices- 1. Asana 2. Pranayama 3. Kriyas 4. Dhyana

## Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Ashtang Yoga (8 stages of Yoga)

## Unit 5 :- Human abilities and Yoga in Indian context

- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

## SESSIONAL WORK

25marks

- Project on Learning and performing of basic yogic activities.

## REFERENCES:-

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- Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
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- Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.
- Niranjana, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
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- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.

Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

**M.Ed-10(vi-e)**  
**Inclusive Education -1**

**Marks-100**

**Objectives :-**

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;

  
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### **Unit-I Introduction to Inclusive Education -I**

- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.
- Principles of Special Education
- Concept of Impairment, Disability, Handicap

### **Unit-II Inclusive Practices**

- Concept of an inclusive school—infrastructure and accessibility, human resources, attitudes to disability
- School's readiness for addressing learning difficulties.
- Technological advancement and its application—ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Supportive services required for meeting special needs in the classroom—special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor

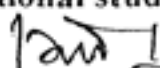
### **Unit III: Legal And Policy Perspectives- 1**

- Constitutional Provisions for special need children
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);
- The Rehabilitation Council of India Act, 1992 (RCI Act);

### **Unit IV: Issues in planning and management of education**

- Issues in planning and management of education of children and persons with disabilities
- Identification, assessment and certification of special education needs.
- Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

### **Unit V Psychology & Teacher based Assessment of exceptional students**

  
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- Barriers and Facilitators in Inclusive Education :Attitude, Social and Educational
- Teacher based assessment
- Development and application of teacher friendly evaluation procedures

**Sessional Work:**

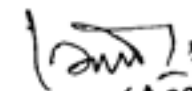
**25 marks**

• **ANY TWO**

- A report based on actual visit to an inclusive school
- Make an assessment schedule for a child with any of the disability
- Mentally retarded, hearing impaired, orthopedically impaired, cerebral palsy, learning disabled and autistic children.

**REFERENCES:-**

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**M.Ed-11**

**Advanced Research Methods**

MARKS:-100

**Objectives:-**

After completing the course the students will be -

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

**COURSE:-**

**Unit- 1 The Normal distribution**

- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve

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## **Unit-2 Significance & the scaling of tests**

- The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- The significance of difference, coefficient of correlation
- Sigma scaling and standard scores, T scaling, Stanine scaling, Percentile scaling

## **Unit 3 Analysis of Variance & Testing of Experimental hypothesis**

- Meaning of variance
- Method of analyzing variance
- Meaning of Covariance
- Analysis of Co-variance
- Parametric and Non Parametric - Chi-square test, Sign test, Median test, Man whitney U test

## **Unit-4 Regression, prediction& correlation**

- Meaning of regression
- Regression equations
- Application of regression equations in prediction
- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation
- Biserial Correlation – Point biserial correlation
- phi-correlation-contingency coefficient

## **Unit-5 reliability and validity & Factor analysis**


- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity
- Item analysis
- nature of factor analysis
- Basic assumptions I factor analysis
- hierarchy, factor saturaturation and group factors
- Methods of factor analysis

### **Sessional Work:**

**25 marks**

Development of any one scale with reliability and validity.

1. PERSONALITY
2. ATTITUDE

  
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### References:-

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M.Ed-12

## TEACHER EDUCATION -2

Marks-100

### Objectives:-

After completing the course the students will be -

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

### UNIT-1 Historical development of teacher Education in India

- Historical development of Teacher Education
- Teacher education as distinguished from teacher training.
- The need and importance of Teacher Education
- Concept and structure of teacher Education
- Need for pre-service and in service professional education of teachers at different levels in the present Indian situation

  
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4. Edited by S.N. Mukarji – Education of Teachers in India, Volume I & II – S Chand & Co., Delhi

5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

M.Ed-14 ✓

Specialization Select one out of four Paper

Pedagogy of Science Education -14(a)

Objectives:-

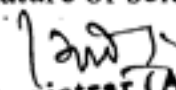
MARKS : 100


On completion of this course, the students will be able to:

- To understand the difference and complementarity between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To understand the role of assessment in the teaching –learning process in science;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit I -Science : Nature

- Complementarities between science and technology
- Science and Mathematics and their complementarities,
- Common misconceptions of pupils about the nature of science

  
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- Characteristics of different disciplines of science, their interrelationship and integration.

## **Unit II – Taxonomy in Science Education**

- Taxonomy for curriculum development in Science Education
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education,
- Trends in science curriculum, considerations in developing learner centred curriculum in science.

## **Unit III- Approaches to Teaching-Learning of Science-2**

- Role of experiments in science, integration of theories and experiments in science: development of laboratory design,
- Planning and organization of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning,
- Integrating science across different disciplines and with real life situations.
- Reflective enquiry.

## **Unit IV- Planning and assessment**

- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments,
- Assessment of laboratory skills.

## **Unit V- Contemporary Issues in Science Education**

- Innovations and Creativity in Science.
- researches in science education,
- Effect of project work in pedagogy of science.
- Contribution of Indian scientists, Scientific and technological literacy.

  
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**Sessional Work:**

**25 MARKS**

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

**REFERENCES:**

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- Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
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- Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

**Pedagogy of Mathematics Education-14 (b)**

**Objectives:-**

- On completion of this course students teacher will be able to:
- Distinguish between science and mathematics appreciate the abstract nature of mathematics
- Distinguish between the roles of pure and applied mathematics

  
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- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics

#### **Unit I- Nature, Development and Significance of Mathematics**

- Abstractness of mathematics; Distinction between mathematics and science;
- Distinct roles of pure and applied Mathematics;
- Mathematization aesthetic aspect of mathematic;
- historical development of mathematical concepts with some famous anecdotes Pythagoras, Aryabhatt, Ramanujan., etc.; teaching of mathematical modeling

#### **Unit II- Objectives and Strategies of Teaching-learning mathematics**

- Competence based approach in teaching mathematics
- Teaching gifted/Slow learners in mathematics,
- Pedagogical analysis of mathematics,
- Reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

#### **Unit III- Critical appraisal of Curriculum of mathematics**

- At preprimary,
- primary, upper primary,
- secondary & higher secondary.

#### **Unit IV- Content Structure of Mathematics**

- Role of examples, counter examples and non-examples in mathematics
- conjectures; scope and limitations of Intuition in mathematics
- Sets and Venn diagrams as a representative of mathematical properties and their relations

  
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## Unit V- Evaluation in Mathematics-2

- Types of test items in mathematics: Meaning,
- Merits, limitations and Construction of long answer type, short answer type, very short answer type and
- Objective type construction and standardization of an achievement test in mathematics.
- Action Research in Mathematics.

**Sessional Work:**

**25 MARKS**

The student teacher may undertake of the following .

- Development of achievement test.

### REFERENCES:-

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency basedlaboratory approach. California, Cummings Publishing Co.
2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. NewYork: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
4. Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin. Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
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13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
14. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.
15. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
16. NCERT(2005): National curriculum framework, New Delhi.

**M.Ed. :- 14**

### **Pedagogy of Language Education-14 (c)**

**Objectives :-**

**MARKS : 100**

On completion of the course students teacher will be able to:

- TO gain an understanding of the nature, functions and the implications of planning for teaching language/languages.
- To understand the psychology of language learning.
- To study and analyze different approaches, methods and techniques for differentiating between teaching language
- Teaching literature in the context of first language and second language examine various areas of research in language education
- To survey various problems with respect to language learning identify.
- To reflect on factors affecting language policy.

#### **Unit I- Issues of Language Learning**

- Curriculum, selection and sequencings of content,
- Contexts, transaction and evaluation techniques,
- Development of basic language skills as well as advanced language skills primary, secondary and seniorsecondary levels.

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- Innovative techniques for teaching grammar, reading comprehension and written expression.

#### **Unit II- Discourse Analysis:**

- Theories of discourse analysis including speech acts, conversational maxims,
- conversational analysis,
- ethno-methodology, text analysis,
- critical discourse analysis.
- met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

#### **Unit III-Individualization of Language Learning**

- Need, techniques, viz.
- differential assignments,
- classroom tasks,
- personalized system of instruction

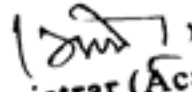
#### **Unit IV- Teaching Learning of Languages**

At referent stage of school education-

- Primary, upper primary
- secondary, and higher secondary.

#### **Unit V- Contextual Problem in Language Learning**

- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language
- School language-problem of tribal dialects.

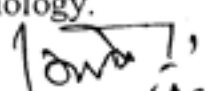
  
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The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

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7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
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9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
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### **Pedagogy of Social Science Education-14 (d)**

**Objectives :-**

**MARKS : 100**

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

#### **Unit I – Social Science Education in school**

- Place of social sciences in school curriculum
- aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

#### **Unit II –Social Science Curriculum Approaches**

- curriculum; social science curriculum at various stages of school education

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- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- teacher's education manuals, other content enrichment materials –their conceptualization and processes;

### **Unit III – Approaches to Pedagogy of Social Science**

- Field survey, problem solving, role-play,
- Appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review),
- RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning, pedagogical analysis of social science.

### **Unit IV- Resources for Teaching-Learning of Social Science.**

- Effective utilization of resources for teaching social science textbooks and
- Supplementary materials,
- Literature and biographies,
- Environment and community resources;
- Development of low cost improvised teaching aids.

### **Unit V – Evaluation in Social Science Education**


- Construction of achievement test Alternative assessment: rubrics, portfolios and
- Projects Typology of questions as related to different subject areas viz.,
- History, Geography, Political Science, Economics etc.
- evaluation of attitudes ,

### **Sessional Work:**

25 MARKS

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

  
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2. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
3. NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
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5. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
6. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
7. NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi. 43
8. NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
9. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

M.Ed – 15-2(i)

### Guidance and Counseling-2

Marks-100

#### Objectives :-

After completing the course the students will be :-

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- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

## **COURSE:-**

### **Unit- 1. Occupational Information**

- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference, Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

### **Unit 2. Job Analysis**

- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

### **Unit-3 Techniques of guidance & Counseling**

- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data.
- Techniques for group Counseling – formal informal discussions Committee reports, lectures,
- Dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

### **Unit-4 Placement and follow up**

- Aims and types of placement
- Responsibility of the school and Community about the placement services

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- Importance and purposes of follow up services
- Role of follow up

**Unit-5 Guidance and counseling (with reference to present scenario)**

- Research
- Issues
- Trends

**Sessional Work:**

**25 marks**

1. Job analysis of one occupation
2. Prepare an interview schedule for Placement services.

**References:-**

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological testing, New York, Mac Millan 1982
3. Menet M.E. : Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968.
5. Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
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9. Kocheher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher(p) Ltd. Delhi
10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin.

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## Curriculum, Pedagogy and Assessment-2(ii)

Marks : 100

### Objectives:

To enable the student teacher to:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.

Course :-

### UNIT-1 Curriculum Development

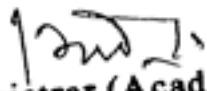
- Factors influencing to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

### UNIT-2 : Teaching Learning Process

- Learning aspects : Behaviorism, Cognitivism , Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research

### UNIT-3 Multisensory approaches

- Multisensory approaches : Audio – Visual aids (Edger date's cone of experience)
- Teacher in digital era (Visual Teacher)

  
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#### UNIT-4 Practices in Education

- Micro – Teaching : skill of Introduction, Questioning, explanation, stimulus variation and reinforcement.
- Analysis Teaching Behaviour (FIACS)
- Programme Learning and teaching Machine.

#### UNIT-5 New trends in Evaluation

- New trends in Evaluation : CCE, Grading system, Semester system, Online Exam, Open book exam, Exam on demand.
- Statistics : Need and importance, Frequency Distribution Graphic, Representation, Measures of Central Tendency, Standard Deviation, Correlation (Rank difference)

Sessional work:-


MARKS—25

(Any two of the following)

- \* Conducting of an action research.
- \* Planning of an achievement test/Diagnostic test.
- \* School visits followed by presentation on evaluation practices in schools.

References :-

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
3. Clayton, Thomas E. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
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### Education Policy, Economics and Planning-2 (iii)

#### Objectives :

**MARKS-100**

**After completion of the course the student-teachers will be able to:-**

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.

#### **UNIT – I: Educational Administration at National & states Level:**


- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- *Kendriya Vidyalaya Sangathan,*
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

#### **UNIT – II: Issues, Concern & challenges:-**

- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

#### **UNIT – III: School Community Relationship -I**

- Traditional and Modern view of School

  
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- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old Students Association.

#### **UNIT – IV: School Community Relationship -2**

- Professional organization of teachers.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

#### **UNIT – V School Administration:**

- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.
- SMC and school administration

#### **ASSIGNMENT:- ( ONE )**

**25 marks**

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
- Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

#### **References :-**

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.
- Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Luthens, Fred.

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## **Educational Management, Administration and Leadership-2 (iv)**

### **OBJECTIVES:**

**MARKS : 100**

**After completion of the course the student-teachers will be able to:-**

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.

### **UNIT – I: Educational Administration at National Level:-**

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

### **UNIT – II: Role of states Govt. in Secondary education:-**

- State level administration: - Need importance and limitations  
Recommendations of committees on role of state and local bodies.
- Local bodies:- District boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

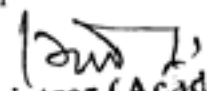
### **UNIT – III: Types of Educational Administration**

#### **(A) Totalitarian Educational Administration**

- Merits of Totalitarian Education
- Demerits of Totalitarian Education

#### **(B) Democratic Educational Administration**

- Factors Determining the Character of Administration
- Personal Factors

  
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- Environmental Factors
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

#### **UNIT – IV Need for school administration,**

- Objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.

#### **UNIT – V Issues in Educational Administration**

- Authority and Control: Centralization and Decentralization
- Bureaucrat and politicism / Bureaucrat and the Technocrat
- Educational Administrator
- (a) Qualities of the Administrator
- (b) Duties of the Administrator
- (c) Human Relations
- DIETS- Responsibilities


#### **SESSIONAL**

#### **MARKS-25**

- Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities & differences.
- Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
- Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act)

#### **References:-**

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management*. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): *Education in India*. New Delhi, National Book Trust.

  
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- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.
- (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
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- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.

### M.ED-15

### EDUCATIONAL TECHNOLOGY-2(v)

#### OBJECTIVES:

**MARKS-100**

**After completion of the course the student-teachers will be able to:-**

- Students will be able to attain the Concept of Communication.
- Students will be able to assess the status of Educational Technology in India.
- Students would learn the mechanism of developing PLM.
- Students will be acquainted with the concept of Distance Education, Open Education and their management.
- Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
- Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

#### COURSE

##### UNIT I: – Communication Modes in education

- Concepts and process of communication
- Principles of communications
- Communication and learning
- Modes of communication - Speaking and listening , Writing and reading ,visualizing and observing
- SMCR model of communication, Sharon's model of communication

  
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- Task analysis

## **UNIT II: Programme Learning Materials**

- Mechanics of developing different types of Programmed Learning Materials,
- Mastery Learning,
- Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

## **UNIT III: Behavioral Technology**

- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.

## **UNIT IV: Models of Teaching**

- Definition, classification and elements, ITM/CAM as an example.
- Multimedia Approach and Instructional Strategy: meaning and designing,
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

## **UNIT 5 – e-learning**

- E-learning definitions, scope, trends, attributes & opportunities
- Pedagogical designs & e-learning
- Assessments, feedback and e-moderation
- e-learning on line learning management
- On line learning management system
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning

## **SESSIONAL 25 MARKS**

- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

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## REFERENCES:

- Chouhan, S.S.: Innovations in Teaching and Learning Practices. Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction. Sterling Publication, New Delhi, 1982.
- Davis, B.: Tools for Teaching. Maxwell, New York, 1993. Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.
- Kumar, K.L.: Educational Technology. New Age International, New Delhi, 1996. Khan, Inayat: Distance Teaching. Amar Prakashan, Delhi, 1992.
- Rathore, H.C.: Management of Distance Education in India. Ashish Publishing House, New Delhi, 1993.
- Sampath, K. et al.: Introduction to Educational Technology. Sterling Publisher, New Delhi, 1981.
- Sansanwal, D.N. Information Technology. University News, Vol. , No. , 2000. ? Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982.

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## THEME BASED ON INSTRUCTIONAL STRENGTH

M.Ed-15

Lifelong Learning-2 VI(a)

OBJECTIVES:-

MARKS-100

After completion of the course the student-teachers will be able to:-

- To enable the student concept of lifelong education.
- To enable the student with approaches to lifelong education.
- to enable the student to the need of adult and continuing education in the contemporary world.
- to enable the student of the literacy situation and government efforts for improving the literacy status.
- to enable the student understand the role of universities in continuing education.

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- to enable the student for the research in Continuing Education and Life Long Education.

#### UNIT – I

- Adult and Continuing Education; Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in the contemporary world.

#### UNIT – II

- Philosophical basis of lifelong education – Humanism and Existentialism.
- Sociological basis of lifelong education. Need and importance in the contemporary world.

#### UNIT – III

- Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all
  - sections of society.
- Impact of Life Long Education on formal education – Education for diverse target groups through
  - Open Learning
  - Web Based Education
  - Community Colleges.

#### Unit – IV

- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies.
- New Initiatives in Adult and Continuing education; Sakshar Bharat.

#### Unit – V

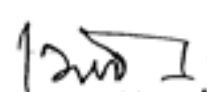
- The non formal approaches in education-Education for all
- School drop outs and universallization of primary education and its relationship with adult literacy: DPEP
- Teaching -learning materials for non formal education-Preparation according to the needs of various target group sarva Shiksha Abhiyan

#### Sessional work (two)

marks- 25

Poster preparation and exhibition of any /all of the following :

1. Open learning
2. Part time courses
3. Web based Education

  
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## REFERENCES

1. Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. NewYork : Wiley.
2. Belanger. P. & Gelpi, E. (1995) : Lifelong Education, London : Kluwer Academic Publishers.
3. Indian Journal of Adult Education, 69,3,2008.
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5. International Journal of Adult and Lifelong Education, Vol. No. 1., (2003), UNESCO & UNDP Documents and Publications.
6. Jarvis, Peter, (1990) : International dictionary of adult and continuing education, London, Routledge.
7. Jethithar, Bhart,(1996) : Adult Education & Extension. New Delhi : APH Publishers.
8. New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2 April-June.
9. Pareek, Vijay Kumar,(1992) : Adult Education. Delhi. Himansher,
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11. Rahi, A.L, (1996) : Adult Education Policies and Programmes, Ambala Cantt. Associated Pubs.
12. Rao, D.S. (1993) : Continuing Education in India, Ambala : the Associated Publishers.

### M.Ed-15(vi-b)

#### Value Education and Human Rights-2

##### Objectives:

MARKS-100

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development

  
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- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

**Course :-**

### **Unit 1 Moral and Cultural Context**

- Universal Charter of Human Rights –
- National Human Rights Commissions

### **Unit 2 Human Rights**

- Concept, need,
- Importance,
- awareness about human right

### **Unit 3 Morality and Moral Education**

- Justice and care – the two dimensions/perspective in morality: dichotomy between reason and passion
- Moral judgement and moral action

### **Unit 4 Media and moral learning**

- Media and moral learning
- Moral learning inside the school: providing “form” and “content” to moral education.
- Moral education and the curriculum: can moral education be imparted taking it as a subject of curriculum


### **Unit 5 Transactional Strategies for Moral Education**

- Models of moral education – a) Rationale building model, b) The consideration model, c) Value classification model, d) Social action model; assessment of moral values.

**SESSIONAL:-**

**MARKS-25**

- A review of implementation and evaluation of different schemes for human rights.

  
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- A critical review of human rights on human development with news coverage.

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### PEACE EDUCATION-2

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- 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 promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

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- To create frameworks for achieving Peaceful and Nonviolent societies.

### **Unit -1: Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education

### **Unit-2 Role of Social Agencies**

- 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 3- Challenges to Peace-**

- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

### **UNIT 4.Effective Teaching of Peace Education**

- 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 5- Role of Social Agencies:**

Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace **Tasks and Assignments**

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2.Any one     | 10 Marks |

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- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

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**M.ED-15 (vi d)**

### **YOGA EDUCATION**

#### **OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.

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- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

### **Unit 1. Basis of Yoga**

- Yoga Upanisada : Isa, Mandukya, Mundaka, Taitriya
- Bhagwadgita
- Concept of Dharma
- Karma Yoga

### **UNIT-2 Basic understanding**

- Basic understanding of Karma Yoga according to Bhagwatgita
- Personality Development through Karma Yoga
- Community awareness Programme

### **UNIT-3 Application of Yoga**

- Special Techniques: Asthama, Nasal allergy, Diabetes, Low bachache, Hypertension/IHD, IBS/GID,
- Tension/Migraine, Headache

### **UNIT-4 Advance Techniques:**

- Self Management of Excessive Tension
- Pranic Energisation Technique
- Meditation: a. Omkara Dhyana, b. Cyclic Meditation
- Advance Techniques: a. Self Management of Excessive Tension b. Pranic Energisation Technique 3. Meditation: a. Omkara Dhyana, b. Cyclic Meditation

### **UNIT V - Education and Yoga**

- Educational Philosophy: Definition, Meaning, Nature, Scope, Functions.
- Thinkers and Philosopher of Yoga and Education. Brief Life Sketch, Philosophy and

  
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- contribution in the field of Yoga Education. i) Maharishi Patanjali, Buddha, and Gourakhnath ii) Vivekananda, J. Krishnamurti, Osho , Paramahansa Yogananda.

### Tasks and Assignmentss

I. Following activity-

MARKS:- 25

- Fundamental skills of yoga with detailed.

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- Nagendra, H.R. ( 1993 ). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
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Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

### **M.Ed-15(vi-e)** **Inclusive Education -2**

**Marks-100**

### Objectives :-

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive

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education in the context of education for all.

- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs.

#### **Unit-I Introduction to Inclusive Education-2**

- Characteristics of children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired, Cerebral Palsy, Learning Disabled and Autistic children.

#### **Unit –II Inclusive Practices In Classrooms For All**

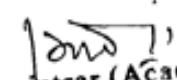
- Community based Rehabilitation ,Individualized Educational Plan (IEP):Development & Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Main streaming, Activity Based Learning, Peer tutoring and Cooperative/Collaborative Learning.

#### **Unit III: Legal And Policy Perspectives- 2**

- Education in the National Policy on Disability,2006,
- Scheme for Inclusive Education for the Disabled Children (IEDC, 2000),

#### **Unit IV: Inclusive education models**

- Inclusive education models and practices for universal schooling (Classes I-XII).
- Policy on teachers and special support staff for children with special needs (CWSN).
- Barrier in universal schooling: Physical, social, economic and pedagogic.

  
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## Unit V Teacher based Assessment of exceptional students

- Teacher based Assessment
- Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

### Sessional Work:

25 marks

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

### REFERENCES:-

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