



UNIVERSITY OF RAJASTHAN JAIPUR

SYLLABUS

FACULTY OF EDUCATION

SYLLABUS AND SCHEME OF EXAMINATION

B.Ed. M.Ed. (Three Year)

Semester Scheme

I & II Semester	2025-26
III & IV Semester	2026-27
V & VI Semester	2027-28

Pg/100/09/25
अतिरिक्त कुलसचिव
राजस्थान विश्वविद्यालय, जयपुर
11/09/25

राजस्थान विश्वविद्यालय
University of Rajasthan



FACULTY OF EDUCATION
SYLLABUS AND SCHEME OF EXAMINATION

B.Ed.-M.Ed.(THREE YEAR)
Semester System

For the Examination of

I & II Semester- 2025-26
III & IV Semester-2026-27
V & VI Semester-2027-28

Regulation 42 – 43

Integrated B.Ed-M.Ed Three Years Examination

The Integrated B.Ed.-M.Ed. (Three years) will consist of the following components;

Part I- Main theory papers at Integrated B.Ed.-M.Ed. Semester I - VI

Part II- School internship of 4 weeks and 10 weeks (04 week at Semester II and 10 week at Semester III)

Part III –Dissertation

Theory papers, Practicum, Demonstration, Internship, Practical work and Dissertation Work.

Total there are 40 paper in B.Ed.M.Ed. Course.

Semester	Theory Paper	Internship	Practical	Total
I	07	-	02	09
II	06	1	04	11
III	03	1	03 (2 practical+1 Dissertation)	07
IV	04	-	03 (1+2)	07
V	04	-	04 (2+1+1 Dissertation)	08
VI	04	-	04 (2+1+1+1 dissertation)	08 (5+2+1) (Dissertation)

Scheme of Integrated B.Ed-M.Ed Three Years Examination

The Integrated B.Ed.-M.Ed. (Three Years) will consist of the following components:-

Part I- Main theory papers at Integrated B.Ed.-M.Ed

Semester-I	-	B.Ed.M.Ed. Course Code No. 1,2,3,4,5,6,7
Semester-II	-	B.Ed.M.Ed. Course Code No. 9,10,11,12,13,14
Semester-III	-	B.Ed.M.Ed. Course Code No. 18,19,20
Semester-IV	-	B.Ed.M.Ed. Course Code No. 24,25,26,27
Semester-V	-	B.Ed.M.Ed. Course Code No. 30,31,32,33
Semester-VI	-	B.Ed.M.Ed. Course Code No. 37,38,39,40

Part II- Practicum Work at Integrated B.Ed.-M.Ed

	Internship	Practical	Dissertation
Semester-I -	-	Code No. 08	-
Semester-II -	Code No. 15	Code No. 16,17	-
Semester-III –	Code No. 21	Code No. 22	Code No. 23
Semester-IV –	-	Code No. 28,29	-
Semester-V -	-	Code No. 34,36	Code No. 23
Semester-VI -	-	Code No. 42,43	Code No. 41

In Integrated B.Ed-M.Ed. Semester-I

Course Code No. 1,3,5,7 (Paper) are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Course Code No. 02(Paper), 04(paper) and 06(paper)are of 2 hours carrying 50 Marks (40 for theory + 10 for Sessional) Practical course code no. 08 (50 marks) = **600 Marks**

In Integrated B.Ed-M.Ed. Semester-II

Course Code No. 9,11,12 (Paper) are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Course Code No. 10,13,14 (Paper) are of 2 hours carrying 50 Marks (40 for theory + 10 for Sessional) Course code No. 15 Internship is 4 weeks 125 marks, Course Code no. 16(Practical) Final & Criticism Lesson carrying 100 Marks, Course code no. 17(value added & skill based) are carrying 50 marks. = **725 Marks**

In integrated B.Ed.-M.Ed. Semester-III

Course Code No. 18,19,20 (paper) are of 3 hours carrying 100 marks (80 for theory + 20 for sessional internally) each. Course Code No. 21 (Internship) is carrying 300 marks(10weeks), Course Code No.22 (Practical) is carrying 50, Course Code No.23 Dissertation work is carrying 50 = **700 Marks**

In integrated B.Ed.-M.Ed. Semester-IV

Course Code No. 24,26,27 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional internally) each and Course Code No. 25(paper) is of 2 hours carrying 50 marks (40 for theory+10 for sessional internally) Course Code No. 28(final & criticism lesson) Course Code No. 29 (Value added & skill based) (100+50)=**550 Marks**

In integrated B.Ed.-M.Ed. Semester-V

Course Code No. 30,31,32,33 (Paper)are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Course Code No. 34 (Value added & skill based) 50, Course Code No. 35 Dissertation is carrying 100 marks, Course Code No. 36 Practical is carrying 50 marks = **600 Marks**

In integrated B.Ed.-M.Ed. Semester-VI

Course Code No. 37,38,39,40(paper) are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Course Code No. 41 Dissertation is carrying 100 marks Course Code No. 42 (value added and skill based) 50 marks Course Code No. 43 Anandam is carrying 50 marks = **600 Marks**

Total - 600+725+700+550+600+600 = 3775Marks

	I	II	III	IV	V	VI	Grand Total
EOSE	440	280	240	280	320	320	1880
CA	110	70	60	70	80	80	470
Internship	-	125	300	-	-	-	425
Practical	50	250	50	200	100	100	750
Dissertation	-	-	50	-	100	100**	250
Total	600	725	700	550	600	600	3775

Note- EPC-3 carry 50 marks of practical(External) out of which 20 marks is for submission of report and 30 marks for practical.

Included Practical, Dissertation & Internship

Total Marks- 3775

*Practical of total 750 marks, 100 EOSE +470 CA

** Dissertation total 250 marks 50 EOSE+200 CA

Organization evaluation of practice teaching in Integrated B.Ed.-M.Ed. Three Year Programme:

1. Every candidate will teach at-least 40 lessons (20 in Sem- I and II& 20 in Sem- III and IV) 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.
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 Integrated B.Ed.-M.Ed. Sem.-II each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.Ed-M.Ed. Sem..IV 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 Integrated B.Ed.-M.Ed. Sem.-IV.
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.

Evaluation of Integrated B.Ed.-M.Ed. Examination

1. (A). Each theory paper in semester I, II, III, IV, V & VI will carry 100 marks out of which 80 marks will be of theory paper and 20 marks to be assessed on sessional work.
(B.) Each Theory Paper in Semester I, II, II, IV, V and VI will carry 50 Marks out of which 40 Marks will be of theory paper and 10 Marks to assessed on sessional work.
2. **Practical Work:** Semester-I, II, III, IV and V will be carry 750 Marks (Internal Marks 550 Marks and External Marks 200).

Practical	I Sem	Course code No. 08
Internship & Practical	II Sem	Course code No. 15,16,17
Internship, Dissertations & Practical	III Sem	Course code No. 21,22,23, 27
Practical	IV Sem	Course code No. 28,29
Practical, Dissertations	V Sem	Course code No. 34,35,36
Practical, Dissertations	VI Sem	Course code No. 41,42,43

Semester-VI: Dissertation code no 41 will be carry 100 Marks (CA 80 Marks and EOSE 20 Marks - Viva-Voice).

QUESTION PAPERS:-

1. Each theory paper shall carry 80 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 Three questions with internal choice, In which candidate will attempt any three questions of 40 marks (Each question will carry 10 marks). Limit of the answer will be five pages.
3. Each question paper of 40 marks will have two section. Section A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 question each carrying 2 marks.. Section – B will contain 3 essay type question with an internal choice for each question. Essay type question will carry 7 marks.
4. EPC-3, Question paper of 50 marks $\frac{1}{2} \times 50 = 25$ will be of objective & 10 Questions carrying 01 mark each and 03 questions of 5 marks with internal choice are descriptive type.
5. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.
6. These marks will be divided further as:-

Theory Paper

80 Marks

Sessional Work

20 Marks

Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the Integrated B.Ed.-M.Ed. Three Year Semester System Examination shall be required to pass separately in Part I (Theory), Part II (Practicum) and Part III (Dissertation).
- (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 sessional (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) For Passing in Part III : In dissertation the minimum passing marks shall be 48 percent.

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.

Part-II Dissertation

250 Marks

The dissertation shall be examined on the following line:

- | | |
|-------------------|--------------------------------|
| (i) Eose Examiner | 20Marks (Final Report&Viva=20) |
| (ii) CA Examiner | 230 Marks |

	01 Project
02 credits	60 hourse for 2 credits Grading = 32 hrs : C Grade >32 to <=44 : B Grade >44 to <=54 : A Grade >54 to <=64 : O Grade

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 30 hours 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 15 hours in theory and practical & internship 30 hours. The total minimum credits, required for completing a B.Ed.M.Ed.Programme is having 120 credits. Credit marks in I semester 24 in II Semester 29 in III Semester 28. IV Semester 22, V Semester 24 and VI semester 24. Total credit marks will be 153.

Total Credits = Sem-I+Sem-II+Sem-III+Sem-IV+SemV+SemVI 24+ 29 + 30 + 22 + 24 + 24 = 153 credits	Total Marks= 600+725+750+550+600+600= 3825 Marks
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Letter Grade	Grade Point	Marks Range (%)
O (outstanding)	10	91-100
A+ (Excellent)	9	81-90
A (very good)	8	71-80
B+ (Good)	7	61-70
B (Above average)	6	51-60
C (average)	5	40-50
P (Pass)	4	When students take audit courses, they will be given a pass(P) or fail (F) grade without any credits.
F (Fail)	0	
Ab (Absent)	0	

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

Integrated Programme of B.Ed.M.Ed

(Three Years)

Semester-I

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 01	Child development and Growing Up	Core Course	04	80	20	100
II	B.Ed.M.Ed 02	Understanding Disciplines and Subject	Core Course	02	40	10	50
III	B.Ed.M.Ed 03	Philosophy & Sociology of Education	Core Course	04	80	20	100
IV	B.Ed.M.Ed 04	Gender, School and Society	Core Course	02	40	10	50
V	B.Ed.M.Ed 05	Contemporary India and Education	Core Course	04	80	20	100
VI	B.Ed.M.Ed 06	Reading and Reflecting on Texts (Task and Assignment for Courses)EPC-I	Core Course	02	40	10	50
VII	B.Ed.M.Ed 07	Pedagogy of a School Subject (part-1) (candidate shall be required to offer any two papers from the following one for semester I and other for Semester III. (i) Hindi (ii) Sanskrit (iii) English (iv) Urdu (v) History (vi) Economics (vii) Civics (viii) Geography (ix) Social Studies(x) Mathematics (xi) Physics (xii) Chemistry (xiii)Biology (xiv) General Science	Elective Course	04	80	20	100

		(xv). Home Science (xvi) Commerce practice (xvii) Book Keep. &Accountancy (xviii). Drawing and Painting (xix) Music					
VIII Practical	B.Ed.M.Ed 08	Open Air / S.U.P.W. Camp a. Community Work b. Participation in co-curricular activities c. Survey (Based on Social and Educational Events) d. Health and Social AwarenessProgramme Micro Teaching 5 skills	Value added course Skilled based course	01 01		25 25	 50
Total				24			600

Aggregate of Semester I

Total Credits - 24

(Theory 22 credits per credits 15 hours)

Theory (22 X 15hrs. = 330)

(Practical 2 credits per credits 30 hours)

Practical (2 X 30 = 60)

Total = 330+60= 330 hrs.

(Marks - 100 X 4 = 400 + 3X50 = 150Practical - 50 X 1= 50Total =600 Marks)

Marks

EOSE - 440

CA- 160

Total - 600

Integrated Programme of B.Ed.M.Ed

(Three Years)

Semester-II

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 09	Assessment for Learning	Core Course	04	80	20	100
II	B.Ed.M.Ed 10	Drama and art in education (EPC-II)	Core Course	02	40	10	50

III	B.Ed.M.Ed 11	Critical Understanding of ICT (EPC-3)	Core Course	04	50	50*	100
IV	B.Ed.M.Ed 12	Learning and Teaching	Core Course	04	80	20	100
V	B.Ed.M.Ed 13	Language Across the Curriculum	Core Course	02	40	10	50
VI	B.Ed.M.Ed 14	Knowledge and curriculum	Core Course	02	40	10	50
VII	B.Ed.M.Ed 15	Internship Minimum(4 WEEKS)	Internship	05	-	125	125
VIII	B.Ed.M.Ed 16	Final Lesson Criticism Lesson 1Teaching of Method subject 2. Participation in all activities of school 3. Observation 4. Expository writing	Practical	03 01	80	20 (5 5 5 5)	100
XI	B.Ed.M.Ed 17	(Any One) Self developmentProgramme ✓ Personality Development -Meaning type, Factors, Approaches, Techniques to enhance the personality ✓ Time Management - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance. ✓ Decision making - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills. (Any One) ✓ Communication Skills - Meaning, components, types, barriers and ways	Value Added Programm e Elective	01	-	25	25
			Skill Based	01	-	25	

		of improving C.S. and its importance ✓ Creative writing Skills – Meaning, Types, elements, forms and Techniques to improve the C.W. Skills ✓ Interpersonal Skills- Meaning, Types, Techniques to improve & its importance.	Programme Elective				25
Total				29			725

Aggregate of Semester II * Paper II (ICT) = 50* (20 Submission of Report + 30 Practical External)

Aggregate of Semester II

Total Credits – 29

(Theory 18 credits per credits 15 hours)

Theory (18 X 15hrs. = 270)

Practical 6 + Internship 5 = 11 Credits per credits 30 hours

Practicum (11 X 30 hrs. = 300 hrs.)

Total = 270+300= 570 hrs.

(Marks - 100 X 3 = **300**, + Internship 1x125=125+ Practicum 1X100 = **100**,+ Paper 50 X 4= **200** **Total = 725** Marks)

Marks

EOSE - 410

CA -315

Total - 725

***In 5 credit for internship 125 marks.**

Integrated Programme of B.Ed.M.Ed

(Three Years)

Semester-III

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 18	Introduction to Research Methods	Core Course	04	80	20	100
II	B.Ed.M.Ed 19	Pedagogy of a School Subject (candidate shall be required to offer any two papers from the following for semester I and other for Sem III (i). Hindi(ii). Sanskrit (iii). English (iv) Urdu	Elective Course	04	80	20	100

		(v). History (vi). Economics (vii). Civics (viii). Geography (ix) Social Studies (x) Mathematics (xi)Physics (xii) Chemistry (xiii) Biology (xiv) General Science (xv) Home Science (xvi) Commerce practice (xvii) BookKeep. &Account. (xviii) Drawing and Painting (xix) Music					
III	B.Ed.M.Ed 20	Teacher Education	Core Course	04	80	20	100
IV	B.Ed.M.Ed 21	Internship-II Minimum (10 Weeks) 1.Lesson 2.Theam based Learning 3.Report on record maintained in school 4. Blue print and Administration of test 5. Reflective teaching on Internship activities	Internship	12		300	300
V	B.Ed.M.Ed 22	1.(Practicum Work with B.Ed. Students) Health and social awareness programme 2. Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques. Research Skills- Meaning, Types, Characteristics, components, ways of improving R.S. and its importance Analytical Skills - Meaning, Types, Characteristics,technique to improve the analytical skills.	Value Added Course Skilled Based	01 01		25 25	50
VI	B.Ed.M.Ed 23	Dissertation Work:- Review of Related Literature on any topic of Research	Core Course	04		100	100
Total				30			750

Aggregate of Semester III

Total Credits –30

(Theory 12 credits per credits 15 hours)

Theory (12 X 15hrs. = 180)

Practical6 + Internship 12 = 18 creditper30 hours

Practical (6 X 30 hrs. = 180) Internship (12x30=360)

Total = 180+180+360= 720 hrs.

(Marks - 100 X 4 = 400, + Internship& Practical300X1 = 300, + Paper 50 X 1= 50Total = 750 Marks)

Marks

EOSE - 240

CA - 510

Total =750

Integrated Programme of B.Ed.M.Ed**(Three Years)****Semester-IV**

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 24	Psychology of Learning and Development	Core Course	04	80	20	100
II	B.Ed.M.Ed 25	Understanding the Self (EPC -4)	Core Course	02	40	10	50
III	B.Ed.M.Ed 26	Advanced Research Methods	Core Course	04	80	20	100
IV	B.Ed.M.Ed 27	Educational Studies	Core Course	04	80	20	100
V	B.Ed.M.Ed 28	IFinal Lesson II Criticism Lesson a. Practice of Innovative Lesson b. Practice of ICT based Lesson c. Daily Lesson Plan and Unit Plan d. Blueprint e. Observation	Practical	04 02	100	50	100 50
VI	B.Ed.M.Ed 29	Seminar, Workshop, Conference (attend & organize for personality grooming) Synopsis Presentation of Dissertation (PPT)	Value Added Course Skilled Based	02		50	50
Total				22			550

Aggregate of Semester IV

Total Credits – 22

Marks

EOSE - 380

(Theory 14 credits per credits 15 hours)

Theory (14 X 15hrs. = 210)

Practical 8 per credits 30 hours

Practical (8 X 30 hrs. = 240 hrs.)

Total = 210+240= 450 hrs.

(Marks - 100 X 3 = 300, + theory 1x50=50 Practical= 200 **Total =550 Marks**)

CA -170

Total = 550

Integrated Programme of B.Ed.M.Ed

(Three Years)

Semester-V

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 30	Curriculum Studies	Core Course	04	80	20	100
II	B.Ed.M.Ed 31	Creating and inclusive school	Core Course	04	80	20	100
III	B.Ed.M.Ed 32	Specialization on courses :- On the basis of two levels i.e Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level (a) Pedagogy of Science Education -I (b) Pedagogy of Mathematics Education -I (c) Pedagogy of Language Education - I (d) Pedagogy of Social Science Education - I	Elective	04	80	20	100
IV	B.Ed.M.Ed 33	Specialization on courses (Any one) i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning	Elective	04	80	20	100

		- I iv. Educational Management, Administration and Leadership-I v. Education Technology – I					
V	B.Ed.M.Ed 34	Value Education and Human Rights and duties. Deliver 5 innovative lesson based on ICT in B.Ed classes	Value Added Course Skilled Based	01 01		25 25	
VI	B.Ed.M.Ed 35	Dissertation Work:- A. Dissertation (2 Credits) i. Data Collection ii. Introduction of Excel/SPSS for Data Analysis and Presentation by students of statistical techniques used in data analysis using Excel/SPSS iii. Knowledge of Plagiarism B. Academic Writing (2 Credits) i. Abstract writing of two research papers of dissertation work. Library based Self directed study notes (any two topics)	Core Course	04		100	100
VII	B.Ed.M.Ed. 36	1. Observation of one Educational Training institute and its Report writing 2. Book Review 3. Content Test	Practical	02		50	50
Total				24			600

Aggregate of Semester V

Total Credits – 24

(Theory 16 credits per credits 15 hours)

Theory (16 X 15hrs. = 240)

Practical 8 credits per credits 30 hour

Practical (8X hrs.30 = 240)

Total = 240+240= 480 hrs.

(Marks - 100 X 4 = 400, + theory 1x50=50 Practicum = 150 **Total = 600 Marks**)

Marks

EOSE - 320

CA -280

Total - 600

Integrated Programme of B.Ed.M.Ed

(Three Years)

Semester-VI

Paper	Course Code	Course Title	Course Type	Credits	Evaluation		Total
					EOSE	CA	
I	B.Ed.M.Ed 37	Special Course (Any one)- (i) Peace Education (ii) Physical Education and Yoga (iii) Guidance and Counseling (iv) Health and physical Education (v) Environmental Education	Core Elective	04	80	20	100
II	B.Ed.M.Ed 38	Specialization on courses:- On the basis of two levels i.e sec. & Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education II (b) Pedagogy of Mathematics Education II (c) Pedagogy of Language Education II (d) Pedagogy of Social Science Education II	Core Elective	04	80	20	100
III	B.Ed.M.Ed 39	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	Core Elective	04	80	20	100
IV	B.Ed.M.Ed 40	Historical, Political and Economical Perspective	Core Course	04	80	20	100
V	B.Ed.M.Ed	Dissertation - Dissertation writing	Core	04		80	

	41	- Dissertation (Pre-submission Presentation)	Practicum				100
		Final Presentation and Viva-Voce			20		
VI	B.Ed.M.Ed 42	(Any one) Life Long Education-II Value Education and Human Rights and duties-II Skilled Based (PPT Presentation, poster, chart) Yoga & Meditation	Value added Skilled Based	01 01		50	50
VII	B.Ed.M.Ed 43	Anandam Social Work		02		50	50
Total				24			600

Aggregate of Semester VI

Total Credits – 24

(Theory 16 credits per credits 15 hours)

Theory (16 X 15hrs. = 240)

Practical 8 credits per credits 30 hours

Practical (8X hrs.30 = 240)

Total = 240+240= 480 hrs.

(Marks - 100 X 4 = 400,+ Practical(100+50+50) = 200 **Total = 600 Marks**)

Marks

EOSE - 340

CA -260

Total - 600

Sem.	I	II	III	IV	V	VI	Total
Total Credits	24	29	16+2+12	20+2	22+2	22+2	153
Total Marks	600	725	750	550	600	600	3825
Total Hours	330	570	720	450	480	480	3030

Semester -I
B.Ed.-M.Ed. - 01
Child Development and Growing up

100 Marks

Credit - 4

Objectives

After completing the course, the students will be able to:

1. Comprehend the basic concepts, principles, and scope of psychology and its relevance to child development and education.
2. Understand the stages of child development (physical, cognitive, and socio-emotional) and the factors that influence each stage.
3. Analyze key developmental theories, including those by Piaget, Vygotsky, Freud, and Erikson, and apply these insights to classroom teaching practices.
4. Evaluate the role of family, school, and cultural environments in shaping a child's growth and development.
5. Explore learning theories and motivational techniques for enhancing student engagement and fostering a positive learning environment.
6. Identify individual differences among students, including those with special educational needs, and adapt teaching methods to support diverse learners.

Course Content

Unit I: Foundations of Psychology in Education

- **Educational Psychology:** Meaning, nature, and scope; significance in teaching-learning.
- **Branches of Psychology** relevant to child development (Cognitive, Behavioral, Developmental).
- **Methods in Psychology:** Case study, Experimental Methods; Applications of these methods to child development.
- **Unit II: Dimensions of Child Development**
- **Concepts of Growth and Development:** Stages, Principles, and Factors (Genetic, Biological, Environmental, Physical).
- **-Theories of Development:**
 - **Cognitive Development:** Piaget, Vygotsky
 - **Psychosocial Development:** Erikson
 - **Psychoanalytic Theories:** Freud
- Physical and Socio-Emotional Development during early and later stages of childhood.

Unit III: Educational Implications of Learning Theories

- **Learning Theories and Motivation:**
 - a. **Behavioral theories:** Thorndike, Pavlov, Skinner
 - b. **Cognitive theories:** Gestalt, Gagne

c. **Social learning theory:** Bandura

- **Motivation in Learning:** Maslow's hierarchy of needs, implications for teaching.
- **Learning Environment:** Creating positive classroom dynamics and handling misbehavior constructively.

Unit IV: Psychological Attributes and Individual Differences

1. psychological Attributes:

- **Intelligence:** Gardner's multiple intelligences, emotional and spiritual intelligence
 - **Creativity:** Definition, components, and educational relevance.
- 2. Mental Health Issues in Children:** ADHD, depression, learning disabilities, and managing a supportive classroom.
- 3. Socialization and Personality Development:** Group dynamics, leadership styles, social prejudice.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

1. Comparative analysis of developmental patterns in children of different socioeconomic backgrounds.
2. Collection and analysis of gender-based statistics on child development indicators.
3. Administer and analyze a psychological test (e.g., intelligence or memory span test) with scoring and interpretation.

Suggested Readings

1. Aggarwal, J. C., & Kumar, S. (2024). *Essentials Of Educational Psychology* (III ed.). Noida, Uttar Pradesh, India: Vikas Publishing House.
2. Bigge, M. L. (1982). *Learning Theories for Teachers*. Manhattan, New York, United States: Harper & Row.
3. Boyd, D., & Bee, H. L. (2013). *The Developing Child*. London, United Kingdom: Pearson Education Limited.
4. Piaget, J. (1970). *Science of Education and the Psychology of the Child*. New York: Orion Press.
5. Vygotsky, L. S., Cole, M., Jolm-Steiner, V., Scribner, S., & Souberman, E. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard: Harvard University Press. Retrieved from <https://doi.org/10.2307/j.ctvjf9vz4>
6. Woolfolk, A. (2016). *Educational Psychology*. Essex, England: Pearson Education Limited.

Semester - I
B.Ed.-M.Ed. - 02
Understanding Disciplines and subjects

50 Marks

Credit - 2

Objectives:

By the end of this course, student-teachers will be able to:

1. Explain the nature, scope, and role of disciplinary knowledge in the school curriculum.
2. Differentiate between discipline-based and interdisciplinary subjects, and map their relationships to school courses.
3. Analyze subject-specific teaching methods and adapt them to diverse learner needs, including social justice considerations.
4. Design coherent syllabi and unit plans using principles of content selection and sequencing.
5. Integrate practical, co-curricular, and community-based activities (e.g., horticulture, hospitality) to foster creative learning.
6. Reflect on the impact of cultural and social contexts in redefining school subjects for universal education.

Course Content:

Unit I: Foundations of Disciplinary Knowledge

- **Nature and Role of Disciplines:** Definitions, characteristics, and functions in cognitive and curriculum development.
- **Discipline vs. Interdiscipline:** Criteria for differentiation; examples of interdisciplinary integration.
- **Subjects and Disciplines:** Mapping school subjects (social science, science, mathematics, language) to their underlying disciplines and epistemologies.

Unit II: Subject-Specific Pedagogies and Social Perspectives

- **Social Science Methods:** Lecture, project, supervised study, storytelling, biographical and source-based inquiry, brainstorming, dramatization, experiential learning.
- **Science Teaching Techniques:** Laboratory work, demonstration, project-based and field visits, concept mapping, heuristic problem solving, group/panel discussions.

- **Mathematics Pedagogies:** Inductive/deductive approaches, analytic/synthetic methods, heuristic problem solving, projects, simulations, questioning strategies, non-formal learning contexts.
- **Language Teaching Approaches:** Integrating story, poetry, essay, biography, self-narration; multimodal literacy.
- **Social Justice and Cultural Perspectives:** Redefining curriculum content to address equity, inclusion, and universal education values.
- Redefinition of School Subject concerning social justice.
- Meaning of Social culture perspective in the context of Universal Education.

Unit III: Framing Curriculum: Theory to Practice

- **Principles of Content Design:** Selection, organization, sequencing, and weightage based on cognitive level and learner needs.
- **Process of Syllabus Preparation:** Needs analysis, learning outcomes, unit planning, resource identification.
- **Practical and Co-curricular Integration:** Designing community projects (e.g., horticulture gardens, hospitality workshops) and linking to disciplinary learning.
- **Evaluation of Curriculum Plans:** Developing rubrics, formative and summative assessments, and reflective feedback loops.

Internal Assessment:

Class Test: 10 marks

Assignments/Projects (Choose one): 05 Marks

- Prepare charts with related language (Hindi, English, or Sanskrit)
- Preparation of a talk with related social justice.
- Collection of news papers cuttings related with horticulture and hospitality.
- Prepare a lab with related science and math tools and their operation.
- Life sketch and contribution of any two Indian scientists and socialists.
- Study of any one aspect of social issues and prepare report.
- Preparation of five word cards, five picture cards and cross word puzzles (Language)
- Five microteaching skills and five macro teaching (based on different innovative methods)

Suggested Readings-

1. Banks, J. A. (2008). *An Introduction to Multicultural Education*. Pearson.
2. Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University*. Open University Press.
3. Dewey, J. (1938). *Experience and Education*. Kappa Delta Pi.
4. Schwab, J. J. (1978). *The Practical: A Language for Curriculum*. School of Education, University of Chicago.
5. Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1–22.
6. Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt Brace Jovanovich.

Semester - I

B.Ed.M.Ed-03

Philosophy and Sociology of Education

100 Marks

Credit - 4

Objectives:-

After completing the course the students will be able-

1. To understand the concept of Educational philosophy and educational sociology.
2. To understand the scope and application of educational philosophy
3. To understand the concept of educational sociology and sociology of education.
4. To appreciate the contribution of western philosophy and Indian philosophy of education.
5. To understand the process of socialization relationship between culture, society and education.
6. To understand the concept and process of social change.
7. To understand emerging trends of society in global perspectives.
8. To understand the process of social change, modernization

Course Content:

Unit-1: Educational Philosophy and Sociology 10 hours

- A. Philosophical Foundation of Education: Meaning & scope of Philosophy need of philosophy for a Teacher its Practical Meaning & Various definitions of educational philosophy.
- B. Meaning Nature, Scope of Educational Sociology, Difference and relationship between Education Sociology and Sociology of Education.

Unit -II: Comparative Study of the western and Indian Schools of Philosophy 10 Hours

- A. Study of western and Indian schools of Philosophy in education perspective.
- B. Naturalism, Pragmatism, Idealism and Existentialism
- C. Upanishad, Bhagvad Gita, Jainism, Buddhism

Unit-III: Socio-Cultural Context of Education 10 Hours

- A. Relationship of Education with culture, cultural change, Indian culture in global perspectives.

- B. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

Unit- IV: Education as a Social Process

10 Hours

- A. Concept of change, planned change and process of planned change.
B. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.
C. Futuristic Society and Education

Class Test and Assignment (20 marks)

Class Test

(10 marks)

SESSIONAL WORK -

(10 Marks)

Attempt any two of the following:-

- Survey of any social problem and present a report.
- Conduct a social awareness programme in an educational institution.
- One term paper on any topic related to educational philosophy.
- Abstract of two recent educational philosophical research paper.

REFERENCES:-

1. Anand C.L. and Et al., The Teacher and Education in Emerging Indian Society. NCERT, New Delhi. (1983)
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.
4. Bhatia, K.K. and Narang. C.L. (1992). Teacher and Education in Emerging Indian Society. Ludhiana: Tandon Publications.
5. Bhatia. K.K. and Narang. C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
6. Brown J.F.: Educational Sociology
7. Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.
8. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society.) New Delhi: Dominant Publishers and Distributors.
9. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
10. Frasnies M. Abraham (1982), Modern Sociological Theory An introduction, Oxford University Press, Delhi.
11. Haralambos M., Sociology: Themes and Perspectives, Oxford University Press, New Delhi. (1980)
12. Haralambos N., R.M. Heald (1980), Sociology-themes and perspectives. Oxford University Press.
13. Jonathan.H.Tumer (1995), The structure of sociological theory, Rawat publications, Jaipur.
14. Kenkel, W.F., Society in Action (1980), Introduction to Sociology. New York: Harper and Row.
15. Mathur S.S.(2008), A Sociological Approach to Indian Education, Agra Vinod Pustak Mandir.

16. Mathur, S.S. (1985). Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
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.
19. Sachdeva Vidya Bhushan (2003), An introduction to sociology, Kitabmahal, New Delhi.
20. सक्सेना एन. आर. स्वरूप (2013) शिक्षाकेदार्षनिक एवं समाजशास्त्रीय सिद्धांत, आरलालचुकडिपो।
21. शर्मा, आर. ए. (2014): शिक्षाकेदार्षनिक एवं सामाजिक एवं मूल आधार, आर. लालबुकडिपो।
22. Singh Yogender, Social Stratification and Change in India, Manohar Book Service, New Delhi. (1977)
23. Sodhi T.S. & Suri A. (1998), Philosophical and Sociological Foundation of Education, Patiala: Bawa Publications.
24. Srinivas.N.: Social Change in Modern India
25. Weber, C.O. (1960), Basic Philosophies of Education, New York: Holt. Rinehart & Wins
26. Wilbur. B. Brookover, D. Gottlieb (1964), A Sociology of Education, New York: American Book Company.

SEMESTER-I
B.Ed.M.Ed.-04
Gender, School and Society

50 Marks

Credit - 2

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 the growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes, and their intersection with class, caste, religion, and region.
- To understand the need to address gender based violence in all social spaces and evolve 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 about 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.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 05 Marks

- Preparation of Project on Key Concepts and their operational definitions relating to 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 the Issues and Concerns of Transgender.
- Project on analyzing the growth of Boys and Girls in different types of families in India.

Suggested Readings-

1. Desai, Neera and Thakkar, Usha (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.

3. Kirk, Jackie e.d., ed. (2008), Women Teaching in South Asia, SAGE, New Delhi.
4. Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
5. National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2; NCERT, 2006.
6. Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
7. Sherwani, Azim. (1998), the girl child in crisis. Indian Social Institute, New Delhi.
8. Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
9. UNICEF (2005). 2005 and Beyond: Accelerating Girls' Education in South Asia. Meeting Report.
10. Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

SEMESTER-I

B.Ed.M.Ed-05

Contemporary India and Education

100 Marks

Credit - 4

Objectives

After completing the course, the students will be able to:

1. Develop a reflective understanding of the socio-economic, cultural, and political factors influencing education in contemporary India.
2. Analyze the major trends, issues, and challenges in Indian education within the context of NEP 2020.
3. Understand the constitutional provisions, values, and commitments related to education in India.
4. Explore innovative practices in education and their role in social change and inclusion.

Course Content:

Unit I: Foundations of Education in India

- **Education as a Social Process:** Meaning, concept, and historical evolution from ancient to contemporary times; education as an organized, institutionalized activity.
- **Aims of Education:** Changing aims of education in the context of globalization; role of education in fostering democratic and inclusive values.
- **Influence of Thinkers:** Educational philosophy of thinkers such as Aurobindo, Krishnamurti, Paulo Freire, and Ivan Illich; implications for contemporary education.

Unit II: Constitutional Provisions and National Integration

- **Constitutional Values and Rights:** Preamble, Fundamental Rights and Duties, Directive Principles; the role of education in promoting equality, justice, and fraternity.
- **National Integration and Social Cohesion:** Role of education in addressing diversity, inequality, and marginalization; significance of multiculturalism, multilingualism, and gender equality.
- **Education and Politics:** The relationship between education and politics, role of school and teachers as agents of social change and cultural preservation.

Unit III: Policies, Programs, and Reforms in Indian Education

- **Historical Overview:** Key developments in Indian education from the University Education Commission (1948) to NEP 2020, highlighting Secondary Education Commission (1952-53), Kothari Commission (1964-66), and NEP 1986.
- **Contemporary Educational Policies:** Insights into NEP 2020, SSA, RMSA, RTE Act (2009), MLL, Kasturba Gandhi Balika Vidyalaya; current challenges in policy implementation.
- **NEP 2020's Vision:** Emphasis on universal access, equity, inclusion, and quality; vocational education, foundational literacy, digital and holistic learning approaches.

Unit IV: Innovations and Technology in Education

1. **Innovative Educational Practices:** Concept, need for innovation; addressing societal and technological changes; barriers to educational innovation.
2. **Role of Technology:** Digital classrooms, e-learning platforms, ICT in education, the use of AI, and implications of NEP 2020 for technology-driven education.

3. **Life Skills and Yoga Education:** Integration of life skills, yoga, and value-based education for overall well-being and competency building in the 21st-century classroom.

Internal Assessment:

Written Test:

10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

4. Organize a group debate on a key contemporary educational issue and submit a report.
5. Critical analysis of the recommendations of any education commission or committee.
6. Create a collage or poster on constitutional values in education and submit a reflection.

Suggested Readings:

1. Agnihotri, R. (1994). *Adhunik Bhartiya Shiksha: Samasyayen aur Samadhan*. Jaipur: Rajasthan Hindi Granth Academy.
2. Kashyam, S. C. (2011). *Our Constitution: An Introduction*. New Delhi: National Book Trust.
3. NCERT. (2005). *National Curriculum Framework- 2005*. Retrieved from National Council of Educational Research and Training: <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
4. Shukla, R. P. (2005). *Value Education and Human Rights*. New Delhi: Samp and Sons.
5. Varghese, A. (2000). *Education for the Third Millanium*. Indore: Satprachar Press.

SEMESTER-I
B.Ed.M.Ed-06
EPC-1

READING AND REFLECTING ON TEXTS

50 Marks

Credit - 2

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.

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

10 marks

2. Any One

05 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
2. Reading (Process) Wikipedia
www.wikipedia.org/wiki/reading-process

Note Candidate shall be required to offer any two papers front pedagogy of school subject one from course code no. 7 (paper) in sem I & other for course code no. 19 (paper) in sem III.

Semester-I
B.Ed.-M.Ed. – 07(i)
हिन्दी शिक्षण

100 Marks

Credit - 4

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।

13. हिन्दी भाषा शिक्षण में दृश्यश्रव्य उपकरणों- के व्यावहारिक उपयोग का ज्ञान देना।
14. हिन्दी शिक्षण में मूल्यांकन के महत्व, श्रुतिलेख द्वारा भाषा षोधन करवाना। -
15. निदानात्मक एवं उपचारात्मक परीक्षण का उसके स्वरूप , एवं महत्व का विषेलषण तथा भाषा शिक्षण में उसकी उपयोगिता का ज्ञान कराना।

इकाईप्रथम-: भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप वर्णमाला में वर्ण विचार), शब्द विचार, तथा वाक्य विचार की दृष्टि से(
- भाषायीकौशलोंकेविकास-

(कश्रवण (, (खउच्चारण (, (ग सस्वर व मौन) वाचन (घ) वर्तनी (), (ङ भाषा की अभिव्यक्ति के ((मौखिक व लिखित) माध्यम

- हिन्दीकेविविधसृजनात्मकआयामोंकेअन्तर्गतविविधभाषारूपोंकाअध्ययन) पत्रलेखन, व्यावसायिक, निजी, एवं कार्यालीय पत्र, ज्ञापन, विज्ञापन, अधिसूचना आदि में प्रयुक्त हिन्दी का भाषायी ज्ञान।(
- मातृभाषा/राष्ट्रभाषाकेरूपमेंहिन्दीशिक्षणकीस्थिति।

इकाईद्वितीय-

- **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 कॉमर्स-ई (मल्टी मीडिया), मोबाइल, इंटरनेट, इन्ट्रानेट, ईयुनिवर्सिटी-, भाषाप्रयोगशाला-

इकाई-तृतीय

- हिन्दी शिक्षण एवं भाषा ज्ञान

- वर्तमानमें प्रचलित (किलपैटिक) प्रायोजना विधि -, पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन
- भाषाकास्वरूप - हिन्दीकीबोलियाँएवंउपबोलियाँ, का भाषायी अध्ययन।
- शब्द संरचनासंधि -, समास, प्रत्यय, उपसर्ग
- पाठ्यक्रमऔरपाठ्यसामग्रीकानिर्माणऔरविश्लेषण
 - पाठ्यचर्या पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
 - निदात्मक परीक्षण एवं उपचारात्मक शिक्षण अर्थ, स्वरूप महत्व एवं उपयोग।
 - प्राथमिक उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का/माध्यमिक / विश्लेषण

इकाई-चतुर्थ

- हिन्दी शिक्षण में मूल्यांकन
 - भाषा विकास की प्रगति का मूल्यांकन सतत और समग्र मूल्यांकन आपसी मूल्यांकन-, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।-
 - प्रश्नों का स्वरूप समस्या समाधान सम्बन्धी प्रश्न , सृजनात्मक प्रश्न , समालोचनात्मक प्रश्न , कल्पनाशीलता को जीवित करने वाले प्रश्न परिवेशीय सजगता वाले प्रश्न ., टास्क प्रश्न खुले प्रश्न, बहुविकल्प प्रश्न(
 - फीडबैक विद्यार्थी), अभिभावक और अध्यापकऔर रिपोर्ट (
 - प्रश्न पत्र निर्माण एवं नीलपत्र

आंतरिक मूल्यांकन

लिखितपरीक्षा

(10 Marks)

सामयिककार्य)निम्न में से कोई एक((10 Marks)

- छात्रों द्वारा पत्र लेखन के विविध प्रकारों का लिखित अभ्यास करना।
- अपने आस पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें - कि त्रिभाषा सूत्र की 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, निबंध आदि के अतिरिक्त छात्रों से व्याकरण (संवधी अशुद्धियों के निराकरण हेतु अपेक्षित कार्य करवाना।

- 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 गतिविधियों 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 किसी विषिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- आस पास के क्षेत्र के किसी वि-शिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन - विप्लेषण और उनकी शैक्षणिक समस्याएं।

सन्दर्भ ग्रन्थ सूची -

1. गुप्ता) प्रभा (.डॉ)2012) मातृभाषा व विविध योजनाएँ साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ) .के.एस .2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ) मुक्तिकान्त .2010) हिन्दी शिक्षण विश्व भारती पब्लिकेशन्स ' अभिनव आयाम-, 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) अनुराधा (.डॉ)2012) “भाषा विज्ञान तथा सिद्धान्तविश्व भारती पब्लिकेशन्स ”, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम)2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ) सावित्री .2001) हिन्दी शिक्षण, मेरठ-1

B.Ed.-M.Ed. – 07(ii)

संस्कृतशिक्षण

100 अंक

उद्देश्य –

1. भाषा के विभिन्न रूपों की समझउत्पन्नकरना।
2. भाषासंरचना की प्रकृति की समझविकसितकरना।
3. भाषाकौशल एवंतृतीय भाषाशिक्षण के आधारभूतसिद्धान्त एवंउद्देश्यों का ज्ञानकरना।
4. संस्कृतभाषा के विभिन्नकौशलों का पृथक एवंसमन्वितशिक्षणकरना।
5. संस्कृत की भूमिका व विशेषता एवंउसकीसांस्कृतिकपृष्ठभूमि की समझउत्पन्नकरना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृतभाषाशिक्षणकौशल का अभ्यासकरना।
8. विभिन्नविधाओं के सफल अध्यापनहेतुविभिन्नविधियों एवंउपागमों का प्रयोगकरना।
9. कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफलप्रयोगकरना।
10. पाठ्यक्रम, पाठ्यचर्याऔरपाठ्य पुस्तक के मध्य सम्बन्धों में समझउत्पन्नकरना।
11. संस्कृतभाषाशिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवंप्रयोगकरने की योग्यताविकसितकरना।
12. संस्कृतशिक्षण में मूल्यांकनहेतुप्रश्न-पत्र निर्माण की योग्यताविकसितकरना।
13. संस्कृतशिक्षण में मूल्यांकनप्रक्रिया की समझविकसितकरना।
14. कौशलानुसारसंस्कृतअशुद्धियों के निदान व उपचार की योग्यताविकसितकरना।
15. संस्कृत शिक्षण में भाषाप्रयोगशाला की आवश्यकता एवंसंयोजन क्षमताविकसितकरना।

इकाई-प्रथम

भाषा की भूमिका-

- संस्कृतभाषाशिक्षण के सिद्धान्त, महत्त्व एवंप्रकार
मनोवैज्ञानिक, भाषायीतथाशिक्षणविज्ञानसम्बन्धीसिद्धान्त
- संस्कृतभाषा का महत्त्व, संस्कृतभाषाऔरसाहित्य, संस्कृतभाषाऔरअन्य भारतीय भाषाएँ,
आधुनिकभारतीय भाषा के रूप में संस्कृत, विद्यालयीस्तरपरसंस्कृतशिक्षण से सम्बन्धितसमस्याएँ।
- विद्यालय में भाषा-
 1. मातृभाषा एवंविद्यालयीभाषा
 2. पाठ्यक्रम में भाषा
 3. अधिगम में भाषा का केन्द्रीयकरण
 4. बहु-भाषीय कक्षा-कक्ष
- भारत में संस्कृतभाषा की स्थिति
 - (i) भाषाशिक्षा का संवैधानिकप्रावधान एवंनीतियाँ अनु. 343-351
 - (ii) कोठारीकमीशन (1964-1966)
 - (iii) NPA (1986)
 - (iv) POA (1992)
 - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) -भाषाशिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायीकौशल-कथन, श्रवण, पठन, लेखन

इकाई-द्वितीय

- संस्कृतशिक्षण के विविध रूप
 - i. गद्य शिक्षण
 - ii. पद्य शिक्षण
 - iii. व्याकरणशिक्षण
 - iv. कहानीशिक्षण
 - v. नाटकशिक्षण
 - vi. उच्चारणशिक्षण
 - vii. रचनाशिक्षण
 - viii. अनुवादशिक्षण
- उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षणसामग्री व गुण-दोष
- सूक्ष्म शिक्षणदैनिकपाठ योजना, इकाई योजना एवंसूक्ष्म पाठ योजना

- नवाचारऔरभाषाशिक्षण की प्रणाली
- विविध जनसंचार माध्यमों से संस्कृतशिक्षण
 - (अ) परम्परागत— नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
 - (ब) संचार माध्यम—वेबसाइट्स, विकीपीडिया
 - (i) प्रिंटमीडिया—समाचारपत्र—पत्रिकाएँ, साहित्यिकपुस्तिकाएँ
 - (ii) इलेक्ट्रॉनिकमीडिया—रेडियो, दूरदर्शन, फिल्म एवंबहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा—प्रयोगशाला

इकाई (तृतीय)

- संस्कृतशिक्षण की विधियाँ —
 - (I) पाणिनीय यास्क के अनुसार।
 - (II) प्रचलितअन्य विधियाँ —प्रायोजनाविधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन—निगमनविधि, अनुवादविधि, चयनविधि, पाठ्य पुस्तकविधि, सम्प्रेषणउपागम, समग्रउपागम।
 - (III) पाश्चात्य विद्वानों के अनुसार—जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।
- विधियों का अनुप्रयोग—
 - (i) तृतीय भाषाअधिगममनोविज्ञान
 - (ii) कक्षा—कक्ष वातावरणऔरपरिस्थितियाँ
 - (iii) शिक्षक—छात्र—पाठ्यपुस्तकव दृश्य श्रव्य सहायकसामग्री की भूमिका
 - (iv) भाषा का व्यवहार में प्रयोग
 - (v) अन्य विषयों के साथसंस्कृत का समन्वय
 - (vi) संस्कृतभाषा की चुनौतियाँ
 - (vii) स्वनिमविज्ञानव रूपविज्ञान के रूप में संस्कृत
 - (viii) संस्कृतभाषापरीक्षण एवंमूल्यांकन

इकाई (चतुर्थ)

- पाठ्यक्रमऔरपाठ्य सामग्री का निर्माणऔरविश्लेषण व संस्कृतशिक्षण में आंकलन
 - (1) पाठ्यचर्या, पाठ्यक्रम एवंपाठ्यपुस्तकों का सम्बन्ध
 - (2) संस्कृत में दत्तकार्य एवंक्रिया—कलापों का विकास।
 - (3) अधिगम में संस्कृतशिक्षण का महत्त्वविश्वपरिदृश्य के सन्दर्भमें।
 - (4) निदात्मकपरीक्षण एवंउपचारात्मकशिक्षण—अर्थ, स्वरूपमहत्त्व एवंउपयोग।
 - (5) मूल्यांकन का स्वरूप—सततऔरसमग्रमूल्यांकनस्व—मूल्यांकन, आपसीमूल्यांकन, समूहमूल्यांकन, पोर्टफोलियो।
 - (6) प्रश्नों का स्वरूप
 - (7) फीडबैक (विद्यार्थी, अभिभावकऔर अध्यापक) औररिपोर्ट
 - (8) प्रश्न—पत्र निर्माण एवंनील—पत्र

समसामयिककार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक
 - अपनेपड़ोस के 05 विद्यालयों का भ्रमणकर त्रिभाषासूत्र की स्थिति की रिपोर्टतैयारकरना।
 - संविधान में भारतीय भाषाओंसम्बन्धीअनुशासनात्मकतथ्यावली शिक्षा नीतिपी.ओ.ए. द्वारासंस्तुतभाषासम्बन्धीसिफारिशोंपररिपोर्टतैयारकरना।
 - किसी एकसंस्कृतकवि का विस्तृतपरिचय देतेहुए संस्कृत में उनके योगदानपरआलेख तैयारकरना।
 - किसी एकसंस्कृत पत्रिका की समीक्षा।

- संवादशिक्षणकोप्रभावीबनातेहुए अधिगमसामग्रीतैयारकरना।
- पत्र पत्रिकाओं में प्रकाशितकिसीलेख का संस्कृत में अनुवाद।
- छायाचित्राधारितशिक्षाप्रदकथालेखन।

सन्दर्भग्रन्थ—

1. तिवारीभोलानाथ एवंश्रीवास्तववीन्द्रनाथ (1991) 'भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृतव्याकरणदर्शन, दिल्ली—6, राजकमलप्रकाशन, प्रा.लि., 7 फ़ैजबाजार।
3. नारंगवैश्रा (1996), सम्प्रेषणात्मकभाषाशिक्षण, नईदिल्ली, प्रकाशनसंस्थान।
4. सफाया, आर.एन. (1990) संस्कृतशिक्षण, चण्डीगढ़ हरियाणासाहित्य अकादमी।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिकभाषाविज्ञानऔरहिन्दीभाषानईदिल्ली।
6. शास्त्री, डॉ. सूर्यदेव, 1973, मनोभाषिकी' पटनाबिहारहिन्दीग्रन्थअकादमी
7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

Pedagogy of English

MARKS:-100

Objectives –

After completing the course, the students 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 the 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 forthe 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.

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 content-based subjects and skill-based subjects

UNITII: TEACHING OF ENGLISH LANGUAGE SKILLS

1. Objectives of teaching English language (a) Skill-based- LSRW
2. 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,
3. Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of a pronunciation dictionary, the phonetic elements involved in speaking at the Productive level, Technique of teaching speaking skills and pronunciation practice and drills, Ear Training, Repetition, Dialogues, and conversation.
4. Reading skills: Concept of reading in a 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, Role of textbook.
5. Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition: 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 THE 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, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning, 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 the school curriculum. Concept, aims and objectives of teaching poetry in second language, Grammar Lessons-Planning for teaching Grammar and usage sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag, Determiners, Model Auxiliaries,

Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT IV: RESOURCES IN ENGLISH LANGUAGE TEACHING&ASSESSMENT AND EVALUATION IN ENGLISH

- 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, newspapers, magazines, brochures, blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development,
- 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.

Internal Assessment

Written Test **10 marks**

Assignment/Project (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 English from educational journals, magazines, or newspapers.
- Preparing an action plan for improving any of the following skills: reading skills, speaking skills, listening skills, or creative writing.

SUGGESTED READINGS

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 a Second Language, Longman.

4. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199-224). New York: McGraw-Hill.
5. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
6. Collins Cobuild English Grammar (2000), Harper Collins Publisher, India.
7. Elizabeth, M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
8. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156-157.
9. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
10. Gimson A.C. (1980): An Introduction to the pronunciation of english. London: Edward Arnold.
11. Hornby. A.S. (1998): Guide to Patterns and Usage in English. O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi: Tata McGraw-Hill Publishing House Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English, Cambridge C.P.U.
14. Paliwal A.K. (2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur
15. Paliwal, A.K.(2011): A Handbook For Teachers Of English, Kalpana Publications, Jaipur.

Urdu

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 secondary stage.
- Plan and Teach lesson in urdu prose, poetry, Drama, Grammar and Composition.
- Understand 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

- 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 and techniques of evaluation 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.
- 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 jamianagar, New Delhi 1997.
3. Khan Rasheed Hasan : “Ibadat Kaise Likhen” Maktaba Jamia ltd. jamia nagar New Delhi 1997.
4. Maulvi Abdul (Hindi) : “Quwaid-e-urdu” Anjuman Taraqqi urdu New Delhi.
5. Moin uddin : “udruzaban 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.Purum New Delhi 2000.
7. N.L.Bosang/Mansoor Ali akthar Hashmi : “Sanvi madarismein Tadrees” (NCPUL) New Delhi 1998.
8. Naqvi Noor-ul-hasan : “Tadrees-e-Aadab urdu” 2004, Education bookhouse, Aligarh.

Pedagogy of Rajasthani

Marks: 100

Objectives:

By the end of this course, student-teachers will be able to:

- Understand the importance of Rajasthani language and culture in education.
- Develop effective pedagogical strategies for teaching Rajasthani language.
- Promote the preservation of Rajasthani literature, folklore, and traditional forms of expression.
- Enhance students' skills in reading, writing, speaking, and listening in Rajasthani.
- Foster an appreciation for the diversity and richness of Rajasthani linguistic heritage.

Course Content

Unit I: Introduction to Rajasthani Language and its Role in Education

- **Overview of Rajasthani Language:** History, origin, and development of the Rajasthani language. Importance of Rajasthani in the socio-cultural context of Rajasthan.
- **Rajasthani Dialects:** Study of major dialects such as Marwari, Mewari, Dhundhari, and their educational significance.
- **Linguistic Features of Rajasthani:** Phonetics, grammar, syntax, and vocabulary.
- **Role of Rajasthani in Education:** Contribution of Rajasthani to regional identity and culture. Importance of preserving and promoting the language in educational settings.

Unit II: Pedagogical Approaches for Teaching Rajasthani

- **Methods of Teaching Rajasthani:** Traditional methods (oral traditions, folk tales, songs, and poetry) and modern methods (audio-visual aids, storytelling, and project-based learning).
- **Skills in Rajasthani Language:** Techniques to develop speaking, listening, reading, and writing skills in Rajasthani.
- **Listening:** Exposure to Rajasthani songs, folk tales, and regional narratives.
- **Speaking:** Pronunciation, conversation, and public speaking skills in Rajasthani.
- **Reading:** Introduction to Rajasthani literature, folklore, and traditional texts.
- **Writing:** Development of writing skills through creative writing, essays, and short stories.
- **Integrating Cultural Context:** Teaching Rajasthani in connection with the cultural practices, festivals, and traditions of Rajasthan.

Unit III: Teaching Rajasthani Literature and Folklore

- **Introduction to Rajasthani Literature:** Key works, authors, and poets of Rajasthani literature such as Meerabai, Kanhaiya Lal Sethia, and others. Study of different genres: poetry, prose, and drama.
- **Folk Literature:** Rajasthani folk tales, ballads, and songs. Their role in shaping the cultural and moral values of society.
- **Teaching Strategies for Rajasthani Literature:** Approaches to teaching literature in schools, including literary analysis, discussions, and creative expression.

- **Incorporating Local Traditions:** Using regional festivals, rituals, and art forms to enhance the understanding of Rajasthani literature.

Unit IV: Assessment, Evaluation, and Challenges in Teaching Rajasthani

1. **Assessment of Language Skills:** Designing assessments for listening, speaking, reading, and writing in Rajasthani. Methods of evaluating students' understanding of Rajasthani language and culture.
2. **Challenges in Teaching Rajasthani:** Overcoming barriers in promoting Rajasthani in urban schools, balancing dialect variations, and addressing language diversity in the classroom.
3. **Role of Technology in Teaching Rajasthani:** Using multimedia tools, online resources, and digital platforms to teach Rajasthani language and literature effectively.
4. **Promoting Cultural Pride through Rajasthani Language:** Encouraging students to appreciate and take pride in their cultural heritage through language teaching.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

1. Prepare a lesson plan for teaching a Rajasthani folk tale or poetry in class.
2. Design a project-based learning module on Rajasthani language and culture, including practical activities.
3. Create an interactive session using Rajasthani folk music and stories to teach language skills.
4. Conduct a survey on the use and understanding of Rajasthani in local schools and analyze its findings.

Suggested Readings

1. Jain, R. (2010). Rajasthani Language and Literature. Rajasthan Hindi Granth Academy.
2. Mehta, S. (2018). Rajasthani Folk Literature: A Study. Prakashan Sansthan.
3. Nahar, K. L. (2019). Modern Rajasthani Language Teaching Methods. Rajasthani Academy.
4. Sharma, M. (2015). Teaching Rajasthani in Schools: A Pedagogical Approach. Rajasthan Educational Publishers.
5. Sharma, R. K. (2017). Introduction to Rajasthani Linguistics. Rajasthan University Press.

Pedagogy of Music

Marks: 100

Objectives

After completing the course, the students will be able to:

1. Understand the fundamentals of music as an art form, its place in education, and its significance in cultural and emotional development.
2. Develop an awareness of the theoretical aspects of Indian classical, folk, and popular music.
3. Use different teaching methods and approaches suitable for music education at various levels.
4. Foster creativity, rhythmic skills, and musical appreciation among learners.
5. Integrate music with other disciplines and apply ICT for enhancing music education.
6. Develop, implement, and assess lesson plans that encourage participation, musical literacy, and expression.

Course Content

Unit I: Foundations of Music and Music Education (16 Hours)

- **Concept of Music Education:** Significance of music in holistic development—social, emotional, and cultural dimensions.
- **Types of Music:** Introduction to Indian classical, folk, and popular music; understanding the basics of Hindustani and Carnatic systems.
- **Aims of Teaching Music in Schools:** Objectives, scope, and impact of music education at elementary and secondary levels.
- **Basic Elements of Music:** Rhythm, melody, harmony, tempo, dynamics, and timbre; notation systems in Indian and Western music traditions.

Unit II: Methods and Techniques in Music Education (16 Hours)

- **Approaches in Music Pedagogy:** Traditional, Kodály, Orff, and Dalcroze methods for teaching music at different stages.
- **Teaching Music Theory and Practice:** Techniques for teaching notation, rhythm, scales, and basic instruments.
- **Lesson Planning in Music:** Components of an effective music lesson plan, including warm-up, main activity, and assessment.
- **Use of Folk and Regional Music:** Incorporating local and folk music to promote cultural diversity and relevance in music education.

Unit III: Resources and Integration of ICT in Music Education (16 Hours)

- **Resources for Music Education:** Use of instruments, audio-visual aids, recordings, and online music platforms.
- **ICT in Music Teaching:** Utilizing digital tools, apps for music learning (e.g., GarageBand, Noteflight), and integrating audio-visual elements in lessons.
- **Interdisciplinary Links:** Connecting music with other subjects like language, mathematics, and social studies.
- **Inclusive Music Education:** Adapting music instruction for diverse learners, including students with special needs.

Unit IV: Assessment and Evaluation in Music Education (16 Hours)

- **Assessment in Music Education:** Formative and summative assessment methods suitable for music (e.g., performance, composition, listening tests).
- **Evaluating Musical Skills:** Tools to assess vocal and instrumental skills, rhythm, pitch accuracy, and musical expression.
- **Feedback and Reflective Practice:** Strategies for providing constructive feedback and encouraging self-assessment.
- **Developing Remedial Measures:** Techniques for addressing common challenges in learning music, including rhythm and pitch correction.

Internal Assessment)

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Create a lesson plan for a music session focusing on rhythm and melody.
- Prepare a portfolio of music resources (instruments, multimedia) for classroom teaching.
- Design an activity that integrates folk music with a lesson in social studies or language.

Suggested Readings

1. NCERT. (2005) National Curriculum Framework (NCF). New Delhi: NCERT.
2. Patel, R. (2019) Teaching Music in Schools: Theory and Practice. Mumbai: Harmony Publications.
3. Rao, S. (2021) Music and Pedagogy: An Indian Perspective. Chennai: Sangeet Publications.
4. Singh, B. (2020) Foundations of Music Education. New Delhi: Prakashan Publishers.
5. Tagore, R. (2018) Introduction to Indian Classical Music for Educators. Kolkata: Tagore Press.

Pedagogy of Book Keeping

Marks: 100

Objectives

After completing the course, the students will be able to:

1. Comprehend the definition, nature, and scope of Bookkeeping to effectively introduce these concepts to students.
2. Articulate the objectives and aims of teaching Book Keeping using Bloom's Taxonomy, helping prospective teachers design clear, measurable learning goals.
3. Recognize and apply interdisciplinary connections between Book Keeping and subjects like Accounting, Finance, Economics, and Business Studies, enabling integrated teaching.
4. Understand curriculum development objectives in Book Keeping and design relevant, engaging lesson plans that align with NEP-2020 standards.

5. Apply principles for constructing a competency-based curriculum in Book Keeping, ensuring students meet NEP-2020 educational standards and global competency frameworks.
6. Compare Indian and global bookkeeping curricula, helping prospective teachers develop adaptable and outcome-based teaching approaches.
7. Master principles and techniques for effective unit and lesson planning in Book Keeping, promoting classroom organization and efficiency.
8. Integrate ICT and digital tools (e.g., accounting software, Google Classroom, virtual resources, and multimedia) into Bookkeeping instruction to enhance modern teaching techniques.
9. Create and evaluate teaching aids like financial statements, charts, and digital simulations to enrich the learning experience for students.
10. Evaluate Book Keeping textbooks based on criteria like quality, relevance, and alignment with global best practices, aiding informed textbook selection.
11. Identify the essential roles and qualities of Book Keeping teachers in a globalized world, preparing teachers to navigate contemporary educational challenges.
12. Implement diverse teaching methods, including direct instruction, problem-solving, collaborative learning, and inquiry-based learning, equipping future teachers with a variety of instructional strategies.
13. Apply inclusive and culturally responsive teaching strategies in Book Keeping, promoting equity and diversity in the classroom.
14. Understand modern assessment and evaluation methods in Book Keeping, enabling future teachers to design and implement effective evaluation strategies.
15. Design effective assessment tools like blueprints and rubrics, helping prospective teachers measure and improve student learning outcomes.

Course Content:

Unit I: Introduction to Bookkeeping Education

- Definition, Meaning, Nature, and Scope of Bookkeeping in a Global Context
- Objectives and Aims of Teaching Bookkeeping (Using Bloom's Taxonomy)
- **Integration with Other Disciplines:** Accounting, Finance, Business Studies, and Economics
- **Book Keeping in the 21st Century:** Digital Literacy, Financial Literacy, and Ethical Practices in Accounting
- **Utilizing Local Resources:** Recognizing the importance of local resources (e.g., community businesses, local financial institutions, and real-world accounting practices) in enhancing the teaching and learning of Bookkeeping.

Unit II: Pedagogical Methods and Techniques

- **Micro Teaching:** Practice and refine specific teaching skills in a controlled environment. Introduce foundational concepts through lectures.
- **Storytelling:** Engage students with real-world financial scenarios and historical developments in accounting.
- **Problem Solving:** Develop critical thinking skills by addressing real-world financial issues and accounting dilemmas.
- **Socialized Recitation:** Promote collaborative learning and group discussion about bookkeeping principles and practices.

- **Collaborative Learning:** Foster teamwork and peer interaction through group projects and discussions on financial topics.
- **Inquiry-Based Learning:** Encourage exploration of bookkeeping concepts through guided questions and hands-on activities.
- **Integrating Local Resources:** Utilize local businesses and financial institutions to enhance collaborative and inquiry-based learning, making content relevant and engaging.
- **Team Teaching:** Collaborate with peers to deliver lessons, fostering a multifaceted learning experience in accounting education.

Unit III: Curriculum Design and Educational Resources

- Concept and Objectives of Curriculum Development in Bookkeeping
- Principles for Constructing a Competency-Based Curriculum Aligned with NEP-2020
- Comparative Analysis of Indian and Global Bookkeeping Curricula
- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms in Bookkeeping
- Principles and Techniques for Unit and Lesson Planning in Bookkeeping
- **Integration of ICT and Digital Tools:** E-learning Platforms, Accounting Software, Multimedia, and OERs
- **Selection and Evaluation of Bookkeeping Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment, Professional Development, and Research

- Modern Concepts of Assessment and Evaluation in Bookkeeping
- **Designing Effective Assessment Tools:** Blueprints and Rubrics for Bookkeeping
- **Types of Evaluation:** Formative, Summative, and Authentic Assessments in Bookkeeping Education
- Essential Qualities and Role of Bookkeeping Teachers in a Globalized World
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning in Bookkeeping
- Strategies for Inclusive and Culturally Responsive Teaching in Bookkeeping
- **Action Research:** Developing and Implementing Action Research Projects to Assess and Enhance Bookkeeping Teaching Practices
- Reflective Practices and Continuous Professional Development for Bookkeeping Educators

Internal Assessment

.1Written Test: 10 Marks

.2Assignments/Projects: (Choose any one) - 10 Marks

1. Develop a resource file containing teaching aids such as financial statements, ledgers, software tools, and visual aids.
2. Analyze Book Keeping textbooks using a set of evaluation criteria.
3. Design a unit plan based on competency-based learning in Bookkeeping.
4. Develop an assessment tool (rubric or blueprint) for a specific Bookkeeping lesson.
5. Engage in action research based on classroom observations in Bookkeeping.

Suggested Readings-

1. Ameer, R. (2018). The role of teaching aids in enhancing learning outcomes: A study on Book Keeping education. *International Journal of Business and Management*, 13(2), 45-58. <https://doi.org/10.5539/ijbm.v13n2p45>
2. Ananda, K., & Shukla, R. (2020). Competency-based education: A framework for Book Keeping curriculum development. *Journal of Accounting Education*, 53, 100-110. <https://doi.org/10.1016/j.jaccedu.2020.100110>
3. Bhattacharya, S., & Singh, V. (2019). Innovative teaching methods in Book Keeping: Enhancing engagement and understanding. *Accounting Education: An International Journal*, 28(3), 279-294. <https://doi.org/10.1080/09639284.2019.1583824>
4. Cengiz, F. (2021). Interdisciplinary connections between accounting and business education: A modern approach. *Education and Training*, 63(5), 785-800. <https://doi.org/10.1108/ET-06-2020-0178>
5. Kumar, A. (2020). Utilizing ICT in teaching Book Keeping: Challenges and opportunities. *International Journal of Education and Management Engineering*, 10(2), 15-23. <https://doi.org/10.5815/ijeme.2020.02.02>
6. Sahu, S., & Patra, S. (2021). Culturally responsive teaching in accounting: A systematic review. *Accounting Education: An International Journal*, 30(3), 245-262. <https://doi.org/10.1080/09639284.2020.1788341>
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8. Zubair, M. (2022). Action research in accounting education: Strategies for teacher professional development. *Accounting Education: An International Journal*, 31(4), 345-362. <https://doi.org/10.1080/09639284.2022.2022032>

Pedagogy of Commerce Practice

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

1. Define Commerce Practice and explain its nature, scope, and significance.
2. Articulate the objectives and aims of teaching Commerce Practice in secondary education.
3. Recognize the interconnections between Commerce and subjects such as Economics, Business Studies, Accounting, and Information Technology.
4. Understand the principles of curriculum development in Commerce Practice. Apply these principles in designing a competency-based curriculum aligned with NEP-2020.
5. Develop effective lesson plans, unit plans, and schemes of work for Commerce Practice.
6. Identify and implement appropriate teaching methods for Commerce Practice, such as case studies, simulations, and project-based learning.

7. Use ICT and digital tools in teaching Commerce Practice, integrating accounting software, e-commerce platforms, and virtual simulations.
8. Understand modern assessment techniques specific to Commerce Practice.
9. Design effective evaluation tools including rubrics, projects, practical assessments, and business plan evaluations.

Course Content

Unit I: Introduction to Commerce Education

- Definition, Meaning, Nature, and Scope of Commerce and Commerce Practice
- Objectives and Importance of Teaching Commerce Practice in Schools
- Role of Commerce in the School Curriculum and Its Relevance in Practical Life
- Integration of Commerce with Economics, Business Studies, and Information Technology
- Use of Local Resources: Incorporating local businesses, case studies, and real-life commerce practices into teaching

Unit II: Teaching Methods and Techniques in Commerce Practice

- **Micro Teaching:** Practicing core teaching skills in a controlled setting.
- **Case Studies:** Analyzing real-life business and commerce cases for educational purposes.
- **Project-Based Learning:** Engaging students in hands-on projects related to business and commerce.
- **Simulation Method:** Using simulations for understanding business processes and transactions.
- **Problem-Solving Method:** Developing critical thinking and decision-making through commercial challenges.
- **Digital Learning:** Integrating ICT tools, e-commerce platforms, and business simulations into teaching.

Unit III: Curriculum Design and Resource Development for Commerce Practice

1. Principles of Curriculum Development in Commerce Practice
2. Competency-Based Curriculum Aligned with NEP-2020

3. Lesson Planning, Unit Planning, and Yearly Curriculum Design for Commerce Education
4. Development of Teaching Resources: Case Studies, Business Plans, Financial Documents, and Market Analysis Tools
5. Use of ICT in Commerce: Digital marketing, e-commerce, and accounting software for educational purposes

Unit IV: Assessment, Evaluation, and Professional Development

- Modern Concepts of Assessment in Commerce Practice
- Designing Effective Evaluation Tools: Rubrics, Business Simulations, and Practical Assessments
- Types of Evaluation: Formative, Summative, and Authentic Assessments in Commerce
- Action Research in Commerce Education: Implementing research projects to enhance teaching methods
- Reflective Practices and Continuous Professional Development for Commerce Teachers: Workshops, training, and professional learning communities
- Publishing Research Articles: Engaging in research and submitting articles on Commerce education to academic journals

Internal Assessment

.1Written Test: 10 Marks

.2Assignments/Projects: (Choose any one) - 10 Marks

1. Develop a detailed lesson plan on introducing e-commerce and its relevance in the modern economy.
2. Conduct a case study analysis of a local business's marketing strategy.
3. Design a project on creating a business plan for a small-scale start-up.
4. Create a simulation-based activity for teaching stock market operations.
5. Develop a digital resource (e.g., a video or tutorial) for teaching digital marketing concepts.
6. Conduct a classroom observation and document a report on teaching strategies used in Commerce education.

Suggested Readings-

1. Agrawal, J. C. (2019). Curriculum Development: Perspective, Principles and Issues (7th ed.). New Delhi: Pearson.

2. Bhatia, K. K. & Ranjita, A. (2018). *Commerce Education: Theory and Practice*. Meerut: R. Lall Book Depot.
3. Black, P. & Wiliam, D. (2009). Developing the Theory of Formative Assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
4. Bloom, B. S. (Ed.). (2013). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (2nd ed.). New York: Longman.
5. Chaffey, D. & Ellis-Chadwick, F. (2019). *Digital Marketing* (7th ed.). Harlow: Pearson.
6. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
7. Davies, G. H. (2016). *Case Method Workshop: A Guide to Teaching with Cases* (3rd ed.). Boston: Harvard Business School Publishing.
8. Ferrance, E. (2000). *Action Research*. Providence, RI: Brown University, The Education Alliance.
9. Gosen, J. & Washbush, J. (2004). A Review of Scholarship on Assessing Experiential Learning Effectiveness. *Simulation & Gaming*, 35(2), 270–293.
10. Government of India, Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: MHRD.
11. Kalyanasundaram, S. (2022). *Competency-Based Education: Theory and Practice in India*. Chennai: Tamil Nadu Textbook Corporation.
12. Laudon, K. C. & Laudon, J. P. (2021). *Management Information Systems: Managing the Digital Firm* (17th ed.). London: Pearson.
13. NCERT. (2021). *Position Paper: National Focus Group on Teaching of Social Sciences*. New Delhi: NCERT.
14. Nitko, A. J. & Brookhart, S. M. (2019). *Educational Assessment of Students* (7th ed.). Boston: Pearson.
15. Posner, G. J. (2016). *Analyzing the Curriculum* (5th ed.). New York: McGraw-Hill.
16. Thomas, J. W. (2000). *A Review of Research on Project-Based Learning*. San Rafael, CA: Autodesk Foundation.
17. Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD.
18. Zeichner, K. & Liston, D. P. (2013). *Reflective Teaching: An Introduction* (2nd ed.). New York: Routledge.

Pedagogy of History

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

- Comprehend the definition, nature, and scope of History as a discipline.
- Articulate the objectives and aims of teaching History, using Bloom's Taxonomy to frame educational goals.
- Recognize the interdisciplinary nature of History with subjects like Geography, Political Science, Economics, Sociology, and Archaeology.
- Understand the concept and objectives of curriculum development in History.
- Apply principles for constructing a competency-based curriculum aligned with NEP-2020.
- Conduct comparative analyses of Indian and global History curricula, developing outcome-oriented History curricula for diverse classrooms.
- Master principles and techniques for effective unit and lesson planning in History.
- Integrate ICT and digital tools, including e-learning platforms, virtual museums, archives, multimedia, and simulations.
- Develop and evaluate teaching resources such as timelines, historical maps, primary source documents, and models.
- Select and evaluate History textbooks based on criteria, quality, and global best practices.
- Identify the essential qualities and roles of History teachers in a globalized world.
- Employ various teaching methods, including direct instruction, storytelling, inquiry-based learning, problem-solving, micro-teaching, and simulations.
- Utilize case studies, historical investigations, and field trips to engage students in learning History.
- Apply strategies for inclusive and culturally responsive teaching.
- Understand modern concepts of assessment and evaluation in History.
- Design effective assessment tools, including blueprints and rubrics.
- Identify and differentiate between various types of evaluation methods (formative, summative, and authentic assessments).

Course Content

Unit I: Introduction to History Education

- a. Definition, Meaning, Nature, and Scope of History as a discipline.
- b. Objectives and Aims of Teaching History with Bloom's Taxonomy.
- c. **Interdisciplinary Nature of History:** Connections with Geography, Political Science, Economics, Sociology, and Archaeology.
- d. **History in the 21st Century:** Global Citizenship, Heritage Education, and Sustainable Development.
- e. **Utilizing Local Historical Resources:** Enhancing History education through community history, local artifacts, and archives.

Unit II: Teaching Methods and Techniques in History

- a. **Micro Teaching:** Practicing specific teaching skills in History.

- b. **Direct Instruction:** Introducing foundational historical concepts.
- c. **Storytelling:** Engaging students with historical events and narratives.
- d. **Problem Solving:** Encouraging critical thinking through historical investigations.
- e. **Socialized Recitation:** Collaborative learning through group discussion.
- f. **Inquiry-Based Learning:** Promoting exploration of historical questions.
- g. **Collaborative Learning:** Peer interaction to explore historical themes.
- h. **Team Teaching:** Collaborative lesson delivery for deeper learning experiences.

Unit III: Curriculum Design and Educational Resources in History

- 1. Concept and Objectives of Curriculum Development in History.
- 2. Principles for Constructing Competency-Based History Curriculum Aligned with NEP-2020.
- 3. Comparative Analysis of Indian and Global History Curricula.
- 4. Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms.
- 5. Principles and Techniques for Unit and Lesson Planning in History.
- 6. **Integration of ICT and Digital Tools:** Virtual Museums, Historical Simulations, Archives, Multimedia.
- 7. **Selection and Evaluation of History Textbooks:** Criteria, Quality, and Best Practices.

Unit IV: Assessment, Pedagogical Approaches, and Professional Development

- a. Modern Concepts of Assessment and Evaluation in History.
- b. **Designing Effective Assessment Tools:** Blueprints and Rubrics.
- c. Evaluation Methods: Formative, Summative, and Authentic Assessments in History.
- d. Essential Qualities and Role of History Teachers in a Globalized World.
- e. **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning.
- f. **Action Research:** Conducting action research to improve teaching practices in History.
- g. Reflective Practices and Continuous Professional Development for History Educators.
- h. **Research and Article Publication:** Engaging in research projects and publishing articles on historical education and issues.

Internal Assessment

.1 **Written Test:** 10 Marks

.2 **Assignments/Projects:** (Choose any one) - 10 Marks

- Develop teaching aids such as maps, timelines, models, and charts relevant to history topics, focusing on both local and global historical contexts. Evaluate their effectiveness through a small classroom experiment.
- Conduct a historical field visit (e.g., local historical sites or museums) and prepare a detailed report on how this can be used as a teaching resource. Create a learning module based on the visit, linking it to the history curriculum.
- Analyze an existing History curriculum (state, national, or international) and suggest improvements. Develop a competency-based curriculum for a specific history topic, aligning it with NEP-2020 guidelines.
- Conduct an action research project on a teaching method, strategy, or challenge in history education. For example, you could explore the impact of using local historical resources in classroom teaching or assess the outcomes of inquiry-based learning in history.

Suggested Readings-

1. Allen, D. & Eve, R. (1968). *Microteaching: A Description*. Stanford, CA: School of Education, Stanford University.
2. Apple, M. W., & Christian-Smith, L. K. (Eds.). (1991). *The Politics of the Textbook*. New York: Routledge.
3. Black, P. & Wiliam, D. (2009). "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
4. Bloom, B. S. (Ed.). (2013). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (2nd ed.). New York: Longman.
5. Carr, E. H. (1961). *What Is History?* London: Macmillan.
6. Davies, B. (2008). *Historical Simulations: Classroom Practices*. New York: Routledge.
7. Elton, G. R. (1991). *The Practice of History*. London: Routledge.
8. Ferrance, E. (2000). *Action Research*. Providence, RI: Brown University, The Education Alliance.
9. Government of India, Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: MHRD.
10. Jenkins, K. (1995). "Re-thinking History," in Peter Burke (Ed.), *New Perspectives on Historical Writing* (pp. 11–34). Cambridge: Polity Press.
11. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). "Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory," *Journal on Excellence in College Teaching*, 25(3–4), 85–118.
12. Lee, P. & Ashby, R. (2000). "Progression in Historical Understanding among Students Aged 7–14," *Journal of Curriculum Studies*, 32(5), 597–617.
13. McCarty, W., Kansa, E., & Kansa, S. (2018). *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press.
14. NCERT. (2005). *Position Paper: National Focus Group on Teaching of Social Sciences*. New Delhi: NCERT.
15. Posner, G. J. (2016). *Analyzing the Curriculum* (5th ed.). New York: McGraw-Hill.
16. Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
17. Stiggins, R. J. (2005). *Student-Centered Classroom Assessment* (4th ed.). Upper Saddle River, NJ: Pearson.
18. Tyack, D. & Cuban, L. (1995). *Tinkering toward Utopia: A Century of Public School Reform*. Cambridge, MA: Harvard University Press.
19. Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD.
20. Zeichner, K. & Liston, D. P. (2013). *Reflective Teaching: An Introduction* (2nd ed.). New York: Routledge.

Pedagogy of Civics

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

- Comprehend the definition, nature, and scope of Civics.
- Articulate the objectives and aims of teaching Civics within democratic education and citizenship development.

- Understand the concept and objectives of curriculum development in Civics.
- Apply principles for constructing a competency-based curriculum aligned with NEP-2020.
- Conduct comparative analyses of Civics curricula at the national and global levels.
- Master principles and techniques for effective lesson planning in Civics.
- Integrate ICT and digital tools in teaching, including e-learning platforms and multimedia resources.
- Select and evaluate Civics textbooks based on specific criteria and quality.
- Identify the essential qualities of Civics teachers and their roles in promoting active citizenship.
- Employ various teaching methods, such as case studies, role plays, group discussions, debates, and simulations.
- Apply strategies for inclusive, inquiry-based, and culturally responsive teaching.
- Understand modern concepts of assessment and evaluation in Civics.
- Design effective assessment tools, including blueprints and rubrics.
- Identify types of evaluations, including formative, summative, and authentic assessments.

Course Content

Unit I: Introduction to Civics Education

- Definition, Nature, and Scope of Civics.
- Objectives and Aims of Teaching Civics in the context of a democratic society.
- Importance of Civics Education in promoting citizenship and democratic values.
- Integration of Civics with related disciplines such as Political Science, History, and Social Studies.

Unit II: Teaching Methods and Techniques

- **Direct Instruction and Group Discussions:** Engaging students in debates, role plays, and case studies.
- **Inquiry-Based Learning:** Encouraging critical thinking and exploration of Civics concepts.
- Use of simulations, mock parliaments, and elections to teach democratic principles.
- Micro Teaching and Team Teaching for refining teaching skills.
- Storytelling and problem-solving approaches to highlight civic duties and ethical issues.

Unit III: Curriculum Development and Educational Resources

- Concept and Objectives of Curriculum Development in Civics.
- Principles for constructing competency-based Civics curricula aligned with NEP-2020.
- Designing lesson and unit plans focused on real-world application and active citizenship.
- Use of ICT and digital resources (e-learning platforms, videos, etc.) in Civics education.

- Criteria for selecting and evaluating Civics textbooks.

Unit IV: Assessment and Professional Development

- Modern Concepts of Assessment and Evaluation in Civics.
- Designing Assessment Tools: Blueprints and Rubrics.
- Types of Evaluations: Formative, Summative, and Authentic Assessments.
- Role of Civics teachers in a globalized and democratic world.
- Action Research: Conducting research on civic education and reflecting on teaching practices.
- Reflective Practices and Continuous Professional Development for Civics educators.

Internal Assessment

.1Written Test: 10 Marks

.2Assignments/Projects: (Choose any one) - 10 Marks

1. Develop a teaching aid (such as a model or infographic) to demonstrate a key topic.
3. Analyze the Civics curriculum followed in a school and suggest improvements.
3. Conduct a mock election or parliament in the classroom and reflect on its effectiveness.
4. Engage in a classroom observation of Civics teaching and provide a critical reflection

Suggested Readings-

1. Allen, D., & Eve, R. (1968). *Microteaching: A Description*. Stanford, CA: Stanford University School of Education.
2. Black, P., & Wiliam, D. (2009). "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
3. Coffman, E. G. (2011). *Teaching Controversial Issues and Democratic Citizenship*. Philadelphia, PA: Temple University Press.
4. Council of Europe. (2002). *Recommendation on Education for Democratic Citizenship*
5. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
6. Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.
7. Ferrance, E. (2000). *Action Research*. Providence, RI: Brown University, The Education Alliance.
8. Government of India, Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: MHRD.
9. Hess, D. E. (2008). *Controversy in the Classroom: The Democratic Power of Discussion*. New York: Routledge.
10. Hoskins, B., & Starkey, H. (2011). *Intercultural Citizenship Education: Concepts, policies and practice*. Strasbourg: Council of Europe Publishing.

11. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). "Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory," *Journal on Excellence in College Teaching*, 25(3–4), 85–118.
12. Levinson, M. (2012). *No Citizen Left Behind*. Cambridge, MA: Harvard University Press.
13. McCarty, W., Kansa, E., & Kansa, S. (2018). *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press.
14. NCERT. (2005). *Position Paper: National Focus Group on Teaching of Social Sciences*. New Delhi: NCERT.
15. Posner, G. J. (2016). *Analyzing the Curriculum* (5th ed.). New York: McGraw-Hill.
16. Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
17. Sharma, R. C. (2008). *Teaching of Political Science (including Civics)*. New Delhi: Lotus Press.
18. Stiggins, R. J. (2005). *Student-Centered Classroom Assessment* (4th ed.). Upper Saddle River, NJ: Pearson.
19. Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: IEA.
20. Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD.

Pedagogy of Social Studies

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

- (A) Comprehend the definition, nature, and scope of Social Studies within a global context.
- (B) Articulate the objectives and aims of teaching Social Studies using Bloom's Taxonomy. Recognize the interconnections between Social Studies and other subjects such as History, Geography, Economics, Political Science, and Environmental Studies.
- 1. Apply principles for competency-based curriculum aligned with NEP-2020.
 - 1- Understand the objectives of curriculum development in Social Studies. Conduct comparative analyses of Indian and global curricula.
 - 1- Employ various teaching methods (e.g., problem-solving, inquiry-based learning) and integrate ICT tools. Develop assessment tools and rubrics for Social Studies.

Course Content

Unit I: Introduction to Social Studies Education

- (i) Definition, Meaning, Nature, and Scope of Social Studies in a Global Context.
- (ii) Objectives and Aims of Teaching Social Studies with Bloom's Taxonomy.
- (iii) **Integration with Other Disciplines:** History, Geography, Economics, Political Science, and Environmental Studies
- (iv) **Utilizing Local Resources for Teaching:** Recognizing the importance of local resources (e.g., community members, local history, and geography) in enhancing the teaching and learning of Social Studies.

Unit II: Teaching Methods and Techniques

- **Micro Teaching:** To practice and refine specific teaching skills in a controlled environment.
- **Direct Instruction:** To introduce foundational concepts (Lecturing Method).
- **Storytelling:** To engage students with historical events and cultural narratives.
- **Problem Solving:** To develop critical thinking through real-world issues.
- **Socialized Recitation:** To promote collaborative learning and enhance retention through group recitation and discussion.
- **Collaborative Learning:** To foster teamwork and peer interaction.
- **Inquiry-Based Learning:** To encourage exploration through guided questions.
- Integrating local resources into collaborative and inquiry-based learning to promote relevance and engagement.
- I. **Team Teaching:** To collaborate with peers in delivering lessons, fostering a multifaceted learning experience.

Unit III: Curriculum Design and Educational Resources Concept and Objectives of Curriculum Development in Social Studies

- Principles for Constructing a Competency-Based Curriculum Aligned with NEP-2020
- Comparative Analysis of Indian and Global Social Studies Curricula
- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms
- Principles and Techniques for Unit and Lesson Planning in Social Studies
- **Integration of ICT and Digital Tools:** E-learning Platforms, Virtual Resources, Multimedia, and OERs
- **Selection and Evaluation of Social Studies Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment and Professional Development

- Modern Concepts of Assessment and Evaluation in Social Studies
- **Designing Effective Assessment Tools:** Blueprints and Rubrics
- **Types of Evaluation:** concept, method, importance and limitations of Formative, Summative, and Authentic Assessments
- Essential Qualities and Role of Social Studies Teachers in a Globalized World
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning
- Strategies for Inclusive and Culturally Responsive Teaching

- **Action Research:** Understanding the principles of action research in the context of Social Studies education. Developing and implementing action research projects to assess and enhance teaching practices.
- Reflective Practices and Continuous Professional Development for Social Studies Educators

Internal Assessment

.1Written Test: 10 Marks

.2Assignments/Projects: (Choose any one) - 10 Marks

- **Design a Teaching Aid:** Create a visual or digital teaching aid, such as maps, models, charts, or digital simulations, to support the teaching of a specific concept in Social Studies.
- **Survey of Social Studies Textbooks:** Analyze and review Social Studies textbooks from various publishers based on defined criteria such as content accuracy, inclusivity, language, and global relevance.
- **Field-Based Project on Local Resources:** Identify and document local resources (historical sites, community members, local geography) that can be used in Social Studies teaching. Prepare a report on how these can be integrated into the curriculum.
- **Action Research Project:** Conduct a small action research project focusing on a particular challenge in teaching Social Studies in your school setting (e.g., use of ICT, student engagement). Present findings and suggested improvements.
- **Case Study on Social Issues:** Write a case study on a relevant social issue (e.g., poverty, gender inequality, environmental sustainability) and develop a lesson plan using this case study to engage students in critical thinking and discussion.

Suggested Readings

1. Aggarwal, J. C. (2001). Teaching of Social Studies: A Practical Approach. Vikas Publishing House Pvt Ltd.
2. Bloom, B. S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. Longmans, Green.
3. Bruner, J. S. (1960). The Process of Education. Harvard University Press.
4. Dewey, J. (1916). Democracy and Education. Macmillan.
5. Government of India. (2020). National Education Policy 2020. Ministry of Human Resource Development.
6. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Waveland Press.
7. Jarolimek, J. (1990). Social Studies in Elementary Education. Macmillan Publishing.
8. Joyce, B., Weil, M., & Calhoun, E. (2015). Models of Teaching (9th ed.). Pearson.
9. Ministry of Education. (2005). National Curriculum Framework (NCF) 2005. NCERT.
10. National Council for Teacher Education (NCTE). (2009). National Curriculum Framework for Teacher Education (NCFTE) 2009. NCTE.

11. NCERT. (2014). Social Science Textbooks for Secondary and Senior Secondary Levels. NCERT Publications.
12. Piaget, J. (1977). The Development of Thought: Equilibration of Cognitive Structures. Viking.
13. Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. Educational Researcher, 15(2), 4–14.
14. Singh, Y. K. (2009). Teaching of Social Studies. APH Publishing Corporation.
15. UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. United Nations Educational, Scientific and Cultural Organization.
16. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
17. Wiggins, G., & McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development.
18. Zinn, H. (2003). A People's History of the United States. HarperCollins.

Pedagogy of Geography

100 Marks

Credit - 4

Objectives

Upon completion of this course, students will be able to:

1. Understand the scope, significance, and objectives of geography education.
2. Apply various teaching methods and techniques suitable for geography.
3. Develop lesson plans that enhance spatial awareness, critical thinking, and environmental consciousness among learners.
4. Integrate ICT, maps, and fieldwork to make geography lessons engaging and relevant.
5. Use assessment strategies to evaluate students' understanding of geographical concepts effectively.

Course Content

Unit I: Foundations of Geography Education

- **Nature and Scope of Geography:** Understanding geography as a discipline; key branches such as physical geography, human geography, and environmental geography.
- **Aims and Objectives of Teaching Geography:** Development of spatial awareness, environmental stewardship, and global perspectives.
- **Significance of Geography in the Curriculum:** Role of geography in promoting national integration, global understanding, and ecological awareness.

- **Skills in Geography:** Developing map reading, spatial thinking, observation, and fieldwork skills.

Unit II: Methods and Approaches in Teaching Geography

- **Approaches to Teaching Geography:** Lecture method, discussion, demonstration, project-based learning, and inquiry-based learning.
- **Fieldwork and Surveys:** Importance of field trips, community surveys, and real-world data collection in teaching geography.
- **Use of Maps and Globes:** Teaching map skills (scale, direction, symbols), types of maps, and integrating map work into geography lessons.
- **Experiential Learning in Geography:** Hands-on activities, simulations, and using local examples to teach geographical concepts.

Unit III: Resources and Integration of ICT in Geography Education

- **Geography Teaching Resources:** Use of atlases, models, charts, and audio-visual aids; satellite imagery and GIS.
- **ICT in Geography Education:** Digital mapping tools (e.g., Google Earth), GIS applications, and online resources for enhancing geography lessons.
- **Environmental and Societal Connections:** Integrating environmental education topics, such as climate change, sustainability, and conservation.
- **Cross-Disciplinary Links:** Connecting geography with history, economics, and science to provide an interdisciplinary approach to learning.

Unit IV: Assessment and Evaluation in Geography Education

- **Assessment Techniques in Geography:** Use of formative and summative assessment methods—projects, quizzes, presentations, and map work.
- **Evaluating Geographical Skills:** Tools to assess spatial skills, map interpretation, and data analysis.
- **Feedback and Reflective Practice:** Techniques for providing constructive feedback and fostering self-assessment.
- **Developing Remedial Measures:** Identifying and addressing common misconceptions and challenges in learning geography.

Internal Assessment

1. Written Test: 10 Marks

2. Assignments/Projects: (Choose any one) - 10 Marks

- Prepare a lesson plan using an ICT tool (e.g., Google Earth) for teaching a specific geography topic.
- Conduct a survey of a local geographic feature (e.g., river, hill, urban area) and prepare a report.

- Create a model or 3D map showcasing physical features or human settlements.

Suggested Readings

1. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
2. Rana, S. (2021). Geography and Environment: Teaching Approaches. Chennai: Sangeet Publications.
3. Rao, M. (2019). Teaching Geography in Schools. Mumbai: Harmony Publications.
4. Sharma, A. (2018). Geographical Thinking and Pedagogy. Kolkata: Eastern Press.
5. Singh, G. (2020). Fundamentals of Geography Education. New Delhi: Prakashan Publishers.

Pedagogy of Economics

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

- 2- Understand the scope, objectives, and importance of economics education.
- 3- Apply effective teaching methods to facilitate economic thinking and decision-making.
- 4- Develop lesson plans that foster analytical, critical, and reflective thinking in economics.
- 5- Utilize resources, ICT tools, and real-world examples to make economics engaging and relevant.
- 6- Implement assessment strategies tailored to evaluate understanding in economics.

Unit I: Foundations of Economics Education

- **Nature and Scope of Economics:** Understanding economics as a social science; key branches such as microeconomics, macroeconomics, and development economics.
- **Aims and Objectives of Teaching Economics:** Developing economic literacy, decision-making skills, and awareness of economic issues at local, national, and global levels.
- **Relevance of Economics in the Curriculum:** Role of economics in shaping responsible citizens and informed consumers.
- **Key Skills in Economics:** Analytical thinking, data interpretation, problem-solving, and decision-making.

Unit II: Methods and Approaches in Teaching Economics

- **Approaches to Teaching Economics:** Lecture method, discussion, case study, role play, and simulation exercises.
- **Inquiry-Based Learning in Economics:** Encouraging students to explore economic issues through research and inquiry.
- **Problem-Solving and Decision-Making:** Teaching students to approach economic issues with problem-solving techniques.
- **Experiential Learning in Economics:** Hands-on activities like budgeting exercises, economic experiments, and simulations of market behavior.

Unit III: Resources and Integration of ICT in Economics Education

1. **Teaching Aids and Resources in Economics:** Textbooks, newspapers, economic journals, statistical data, and graphs.
2. **ICT in Economics Education:** Use of online resources, simulation software, interactive models, and tools for economic analysis (e.g., Excel, Google Sheets).
3. **Contemporary Economic Issues:** Integrating current economic events (e.g., inflation, unemployment, globalization) into the curriculum.
4. **Cross-Disciplinary Connections:** Linking economics with social studies, political science, mathematics, and environmental studies.

Unit IV: Assessment and Evaluation in Economics Education

- **Assessment Techniques in Economics:** Formative and summative assessments, including quizzes, projects, group discussions, and presentations.
- **Evaluating Economic Understanding:** Assessing skills such as data interpretation, critical analysis, and economic reasoning.
- **Feedback and Reflective Practice:** Techniques for providing constructive feedback and fostering self-reflection.
- **Developing Remedial Measures:** Addressing common misconceptions and learning gaps in economic concepts.

Internal Assessment)

1. **Written Test:** 10 Marks

2. **Assignments/Projects: (Choose any one) - 10 Marks**

- Prepare a lesson plan on a current economic issue (e.g., inflation) using ICT tools.
- Design a simulation activity that demonstrates market behavior or economic decision-making.
- Create an economic survey of a local market and prepare a report with data analysis.

Suggested Readings

1. Banerjee, A. (2022). Economics for Educators: Methods and Tools. Chennai: Insight Publishers.
2. Kapoor, R. (2021). Pedagogical Approaches to Economics. Kolkata: Learning House.
3. Mishra, V. (2020). Teaching Economics in Schools. Mumbai: Pragati Publications.
4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
5. Robbins, L. (2019). Principles of Economics Education. New Delhi: Academic Press.

Pedagogy of Home Science

100 Marks

Credit - 4

Objectives:

Upon completion of this course, student-teachers will be able to:

1. Understand the objectives and significance of teaching Home Science in schools.
2. Develop skills to design and implement instructional strategies in Home Science.
3. Explore and apply various methods of teaching Home Science in relation to real-life contexts.
4. Integrate technology and innovative practices into Home Science teaching.
5. Evaluate the role of Home Science in promoting self-sufficiency, health, and social responsibility.
6. Design assessment tools to measure learning outcomes in Home Science education effectively.

Course Content

Unit I: Foundations of Home Science Education

- **Nature and Scope of Home Science:** Concept, scope, and importance of Home Science as a discipline.
- **Objectives of Teaching Home Science:** Historical development, aims, and objectives of Home Science education at various levels (primary, secondary, and senior secondary).
- **Role of Home Science Education:** Inculcating life skills, enhancing practical knowledge, and promoting self-reliance.
- **Core Areas of Home Science:** Food and Nutrition, Health and Hygiene, Resource Management, Child Development, and Textile and Clothing.

Unit II: Teaching Methods and Strategies in Home Science

- **Instructional Methods:** Lecture, Demonstration, Project-based learning, Experimentation, Problem-solving, and Fieldwork.
- **Integration of Real-life Contexts:** Connecting classroom learning to daily life applications.
- **Technological Integration:** Use of multimedia, digital resources, and online platforms for teaching Home Science concepts.
- **Innovative Strategies:** Activity-based learning, role-play, collaborative learning, and inquiry-based approaches in teaching Home Science.

Unit III: Curriculum and Lesson Planning in Home Science

- **Curriculum Development:** Principles and organization of Home Science curriculum at different educational stages.
- **Lesson Planning:** Objectives, content selection, teaching aids, and resource materials.

- **Use of Teaching Aids:** Audio-visual aids, models, charts, and kitchen laboratory setups.
- **Planning for Practical Activities:** Designing hands-on experiments in areas such as cooking, sewing, and resource management to enhance experiential learning.

Unit IV: Assessment and Evaluation in Home Science

- **Assessment Techniques:** Use of formative and summative assessment techniques in Home Science education.
- **Evaluation Tools:** Designing quizzes, practical exams, observation checklists, and rubrics for skill-based assessment.
- **Reflective Practice and Feedback:** Encouraging student self-evaluation and reflection for continuous improvement.
- **Community Engagement:** Role of Home Science in community outreach and the promotion of sustainable practices.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Analyze dietary habits and create a nutritional plan for a specific age group.
- Develop a project on effective resource management techniques in a household setting.
- Create a portfolio of textile samples and identify fabric care techniques.
- Conduct a survey on health and hygiene practices within a community.

Suggested Readings

1. Chandra, S., & Dewan, J. (2019). Teaching Home Science: A Practical Approach. Mumbai: Oxford Publishers.
2. Devi, R. (2015). Fundamentals of Home Science Education. New Delhi: S. Chand Publishing.
3. Gupta, S. (2018). Food and Nutrition: Concepts and Practical Approaches. Jaipur: Sunrise Publications.
4. Kumar, A., & Shukla, P. (2020). Home Science Education: Theory and Practice. New Delhi: Vikas Publishing House.
5. Singh, N. (2017). Health, Hygiene, and Safety Practices. New Delhi: NCERT.

Pedagogy of Chemistry

100 Marks

Credit - 4

Objectives:

Upon completion of this course, student-teachers will be able to:

- Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
- Understand correlation with other subjects

- Evaluate critically the existing syllabus of chemistry
- Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
- Understand and adopt proper methods of teaching various topics of Chemistry.
- Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
- Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
- Prepare and use different types of instructional material for teaching Chemistry.
- Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
- Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
- Provide training in scientific method and develop scientific temper among their students.

Unit 1: 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.
- 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.
- 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.' CAL
- Qualities of chemistry teacher.

UNIT-III Instructional Support System

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, 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.
- Characteristics of a good text book and evaluation of a Text Book.

- Use of Chemistry in daily life with examples.

Unit - IV: Assessment & Evaluation of Chemistry learning

- Evaluation : Meaning and Concept.
- Meaning consent and consitruction of achievement test, Diagnostic testing and remedial teaching.
- Blue prnt: meaning concept, need and construction.
- Continuous and Comprehensive Evauation (CCE) in Science.
- Assessment of Project work (both in the laboratory and in the field), experimental work in Chemistry.
- Performance - based assessment; learner's record observation, field diary, Oral presentation of Learners work, portfolio.
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type

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.
 - Preparation of design, blue print for teacher made test.
 - 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.
 - A critical study of any one senior secondary Lab of chemistry.

Suggested Readings

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. Directorate of Hindi Implementation, Delhi University, 2000.
4. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
5. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
6. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
7. KanthorMudit : Chemistry Teaching . shiksha Prakashan, Jaipur -2002
2. Safety Practices. New Delhi: NCERT.

Pedagogy of General Science

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

- Understand the nature, scope, and importance of teaching General Science at the school level.
- Develop lesson plans and instructional strategies that foster scientific inquiry and conceptual understanding.
- Use diverse teaching methods and technological tools to make Science accessible and engaging.
- Design and conduct experiments, demonstrations, and activities that encourage hands-on learning.
- Apply effective assessment techniques to measure students' scientific knowledge and skills.
- Promote scientific attitudes, critical thinking, and environmental awareness among learners.

Course Content

Unit I: Foundations of General Science Education

- **Nature and Scope of General Science:** Understanding science as a way of thinking, its interdisciplinary nature, and relevance in everyday life.
- **Objectives and Importance of Teaching Science:** Aims of science education, scientific literacy, and role of science in developing problem-solving skills.
- **Historical and Philosophical Perspectives:** Contributions of science to human knowledge and society; major scientific advancements and their impact.
- **Scientific Temper and Environmental Awareness:** Developing an appreciation of environmental sustainability and responsible scientific inquiry.

Unit II: Methods and Approaches in Teaching General Science

- **Teaching Methods in Science:** Demonstration, Experimentation, Inquiry-based learning, Project-based learning, and Field Trips.
- **Activity-Based and Experiential Learning:** Hands-on activities, science kits, experiments, and classroom demonstrations.
- **Integrating Technology in Science Education:** Use of ICT tools, simulations, animations, and multimedia resources in teaching science concepts.
- **Constructivist Approaches:** Concept mapping, discovery learning, collaborative and peer learning.

Unit III: Curriculum, Planning, and Resource Management

- **Curriculum and Content Organization:** Principles of curriculum development in science, analysis of science textbooks, and selection of age-appropriate content.
- **Lesson Planning and Unit Planning:** Structuring learning objectives, designing activities and assessments, integrating cross-curricular links.
- **Teaching Aids and Resources in Science:** Use of charts, models, specimens, digital resources, and community resources to enhance science learning.
- **Safety Measures in Science Teaching:** Laboratory safety guidelines, safe handling of materials, and instilling safety practices in students.

Unit IV: Assessment and Evaluation in Science

- **Assessment Techniques:** Formative and summative assessments, continuous evaluation, and assessing practical skills.
- **Tools for Science Evaluation:** Written tests, oral questioning, assignments, projects, and practical exams.
- **Science Process Skills Assessment:** Observation, classification, inference, measurement, and data interpretation.
- **Self-Evaluation and Reflective Practice:** Encouraging self-assessment among students, teacher self-reflection, and professional growth.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Develop a lesson plan integrating hands-on experiments for a chosen science topic.
- Create a project on using ICT resources to teach complex science concepts.
- Design an instructional aid (model or kit) to demonstrate a specific scientific principle.
- Conduct a case study on environmental science issues and propose actionable teaching strategies.

Suggested Readings

1. Carin, A.A., & Sund, R.B. (2017). Teaching Science through Discovery. Columbus: Merrill Publishing.
2. Gupta, S. (2018). Innovative Science Teaching. New Delhi: Vikas Publishing House.
3. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.
4. Sharma, R.C., & Sharma, M. (2019). Teaching of Science: A Modern Approach. New Delhi: Dhanpat Rai Publishing.
5. Vaidya, N. (2020). The Impact of Science Education. New Delhi: NCERT.

Pedagogy of Biology

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

- Understand the nature, scope, and significance of Biology as a science subject.
- Develop effective instructional plans and teaching methodologies that promote scientific thinking and conceptual understanding in Biology.
- Employ diverse, student-centered strategies for teaching Biology that include hands-on and inquiry-based learning.
- Integrate environmental awareness and ethical considerations into Biology teaching.
- Design and conduct meaningful assessments to evaluate students' biological knowledge and practical skills.

Course Content

Unit I: Foundations of Biology Education

- **Nature and Scope of Biology:** Exploring Biology as a natural science; its role in understanding life processes and ecological systems.
- **Aims and Objectives of Teaching Biology:** Developing scientific literacy, environmental awareness, and ethical sensitivity.
- **Biology in the Curriculum:** Importance of Biology in school education, interdisciplinary connections, and relevance to real-life applications.
- **Scientific Temper and Ethical Issues:** Fostering a scientific mindset; addressing ethical concerns in biology (e.g., bioethics, biodiversity conservation).

Unit II: Teaching Methods and Strategies in Biology

- **Student-Centered and Inquiry-Based Approaches:** Experiential learning, problem-solving, project-based learning, and inquiry-based methods.
- **Laboratory Work and Field Studies:** Conducting experiments, dissections, field trips, and studies to reinforce biological concepts.
- **Use of Technology in Biology Teaching:** Utilizing multimedia, simulations, virtual labs, and digital resources in biology education.
- **Constructivist Teaching in Biology:** Using concept mapping, group discussions, collaborative learning, and case studies to deepen understanding.

Unit III: Planning and Resource Management

- **Biology Curriculum Planning and Analysis:** Structuring Biology content in alignment with curriculum standards and learning outcomes.
- **Lesson Planning and Unit Planning:** Steps in developing effective lesson plans that incorporate objectives, teaching aids, and assessments.

- **Teaching Aids and Resources:** Charts, models, biological specimens, digital tools, and community resources for Biology teaching.
- **Safety and Ethical Guidelines in Biology Labs:** Laboratory safety protocols, ethical considerations in dissections and handling specimens.

Unit IV: Assessment and Evaluation in Biology

- **Assessment Techniques in Biology:** Formative and summative assessments, performance-based assessments, and observational checklists.
- **Tools for Biology Evaluation:** Practical exams, assignments, projects, and quizzes to assess knowledge and skills.
- **Skills in Biological Observation and Analysis:** Developing and assessing students' skills in observation, classification, and biological data interpretation.
- **Reflective Practice and Professional Development:** Self-assessment, reflective journals, and ongoing professional growth in Biology education.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a lesson plan integrating a laboratory experiment or field activity for a chosen Biology topic.
- Develop a project on the use of ICT in teaching complex biological processes.
- Design a model or resource (e.g., plant cell, ecosystem model) to illustrate specific biological concepts.
- Conduct a field study project on local biodiversity or ecological conservation and develop teaching strategies around it.

Suggested Readings

1. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.
2. Miller, K.R., & Levine, J.S. (2019). Biology: The Science of Life. New Delhi: Pearson Education.
3. NCERT. (2020). Laboratory Manual in Biology. New Delhi: NCERT.
4. Sharma, P.D. (2021). Teaching of Biology: A Practical Approach. New Delhi: Dhanpat Rai Publishing.
5. Singh, M. (2018). Teaching Biology in Secondary Schools. New Delhi: Vikas Publishing House.

Pedagogy of Physics

100 Marks

Credit - 4

Objectives:

Upon completion of this course, student-teachers will be able to:

- Understand the aims, nature, and importance of teaching Physics in secondary and senior secondary education.
- Design effective lesson plans and instructional strategies for teaching Physics concepts.
- Employ various methods and technological tools to simplify abstract Physics concepts.
- Develop practical skills and promote scientific thinking through Physics experiments.
- Evaluate students' understanding using appropriate assessment techniques for Physics.
- Foster critical thinking, curiosity, and problem-solving skills among learners.

Course Content

Unit I: Foundations of Physics Education

- **Nature and Scope of Physics:** Understanding Physics as a discipline, its role in scientific literacy, and everyday applications.
- **Objectives of Teaching Physics:** Aims and significance of teaching Physics at different educational stages.
- **Philosophy and History of Physics:** Key developments and contributions in the field, major scientific discoveries, and their impact on society.
- **Role of Physics Education:** In fostering logical reasoning, problem-solving, and scientific temperament among students.

Unit II: Methods and Strategies for Teaching Physics

- **Teaching Methods in Physics:** Lecture, Demonstration, Inquiry-based learning, Problem-solving, and Project-based learning.
- **Experiential and Activity-Based Learning:** Hands-on experiments, laboratory activities, simulations, and model making.
- **Use of Technology in Physics Education:** Integrating ICT tools, simulations, online resources, and data logging equipment.
- **Innovative Approaches:** Concept mapping, flipped classroom techniques, collaborative learning, and real-world applications of Physics.

Unit III: Curriculum and Lesson Planning in Physics

- **Physics Curriculum at Various Levels:** Principles of Physics curriculum design, curriculum organization, and analysis of Physics textbooks.
- **Lesson Planning and Unit Planning:** Structuring lesson objectives, selecting content, integrating experiments, and planning resources.

- **Effective Use of Teaching Aids:** Diagrams, charts, models, interactive simulations, and digital content to enhance understanding.
- **Safety in the Physics Lab:** Best practices, handling of equipment, safety guidelines, and preparing students for laboratory work.

Unit IV: Assessment and Evaluation in Physics

1. **Assessment Techniques in Physics:** Formative and summative assessment, continuous assessment, and performance-based evaluation.
2. **Practical Skills Assessment:** Assessing lab skills, scientific process skills, observation, analysis, and reporting.
3. **Tools for Evaluation:** Designing test items, concept-based questions, MCQs, practical assessments, and rubric-based evaluation.
4. **Reflective Practice and Self-Assessment:** Developing self-evaluation practices among students for conceptual clarity and problem-solving skills.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Develop a detailed lesson plan for a topic in Physics, incorporating activities, experiments, and assessment.
- Create a project on the effective use of ICT tools in teaching difficult Physics concepts.
- Design an instructional aid (model or simulation) to demonstrate a specific Physics principle.
- Conduct a case study on a Physics lab setup and suggest improvements for safety and efficiency.

Suggested Readings

1. Arons, A. B. (2015). Teaching Introductory Physics. New York: Wiley.
2. Halliday, D., Resnick, R., & Walker, J. (2017). Fundamentals of Physics. New York: Wiley.
3. Hewitt, P. G. (2020). Conceptual Physics for Educators. Boston: Pearson.
4. Sharma, S. (2018). Methods of Teaching Physics. New Delhi: NCERT.
5. Swain, M. (2019). Innovative Practices in Physics Education. New Delhi: Vikas Publishing House.

Pedagogy of Mathematics

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

- Understand the nature and scope of Mathematics as a subject and its importance in daily life.
- Develop effective teaching strategies to encourage problem-solving, logical reasoning, and critical thinking in Mathematics.
- Apply various teaching methods to address diverse learner needs and learning styles in Mathematics.
- Integrate technology and innovative tools to enhance Mathematics teaching and learning.
- Construct and utilize assessments to measure mathematical understanding and proficiency.

Course Content

Unit I: Foundations of Mathematics Education

- **Nature and Scope of Mathematics:** Understanding Mathematics as a science of patterns, abstract reasoning, and logical structure.
- **Aims and Objectives of Teaching Mathematics:** Promoting analytical skills, numerical literacy, and an appreciation for the logical beauty of Mathematics.
- **Mathematics in the Curriculum:** Role and significance of Mathematics in the school curriculum; integration with other subjects.
- **Psychological Foundations:** Insights from Piaget's, Vygotsky's, and Bruner's theories as they apply to Mathematics learning and cognitive development.

Unit II: Methods and Approaches in Teaching Mathematics

- **Inductive and Deductive Methods:** Techniques for introducing new concepts and helping students derive formulas and generalizations.
- **Activity-Based and Discovery Learning:** Hands-on activities, games, and puzzles to promote exploration and curiosity.
- **Problem-Solving Approach:** Strategies for teaching problem-solving; guiding students through step-by-step approaches to solving mathematical problems.
- **Use of Technology in Mathematics:** Applications of digital tools like Geogebra, calculators, smartboards, and educational software to visualize concepts and solve problems.

Unit III: Planning, Resources, and Classroom Management

- **Planning for Mathematics Instruction:** Creating effective lesson plans, structuring units, and organizing mathematical content sequentially.
- **Mathematical Resources and Aids:** Using teaching aids such as charts, graphs, models, and manipulatives (e.g., geometric kits, abacuses) to illustrate abstract concepts.
- **Classroom Management in Mathematics:** Strategies for creating an inclusive, supportive, and focused learning environment in Mathematics classrooms.
- **Math Lab Activities:** Planning and conducting math lab activities to provide hands-on learning experiences; organizing a Mathematics laboratory.

Unit IV: Assessment and Evaluation in Mathematics

- **Assessment Techniques:** Formative and summative assessments, diagnostic tests, and error analysis to monitor students' progress.
- **Tools for Evaluation:** Written tests, oral questioning, quizzes, assignments, and projects to assess mathematical comprehension.
- **Alternative Assessment Methods:** Use of portfolios, math journals, and reflective practices to evaluate conceptual understanding.
- **Reflective Practices and Professional Development:** Encouraging reflective journals for continuous improvement in Mathematics teaching.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Develop a lesson plan that uses a real-world problem-solving approach to teach a specific Mathematics topic.
- Create a digital presentation or video explaining the use of technology in solving complex math problems.
- Prepare a model, chart, or teaching aid for a chosen Mathematics concept (e.g., fractions, trigonometry).
- Conduct a small research project on common learning difficulties in Mathematics and suggest appropriate remedial strategies.

Suggested Readings

1. Kumar, S. (2018). Teaching Mathematics in Elementary Schools. New Delhi: Pearson Education.
2. NCERT. (2020). Lab Manual in Mathematics. New Delhi: NCERT.
3. Polya, G. (2014). How to Solve It: A New Aspect of Mathematical Method. Princeton: Princeton University Press.
4. Sidhu, K.S. (2020). Teaching of Mathematics. New Delhi: Sterling Publishers.
5. Skemp, R. (2017). The Psychology of Learning Mathematics. Routledge.

Pedagogy of Drawing and Painting

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

- Understand the nature, scope, and significance of Drawing and Painting as visual arts in education.
- Develop effective methods and strategies for teaching Drawing and Painting to foster creativity, expression, and appreciation of art.
- Employ a variety of materials, tools, and techniques for drawing and painting suitable for different age groups.
- Integrate art history, aesthetics, and critical appreciation into teaching Drawing and Painting.
- Assess students' creative work in Drawing and Painting through objective and constructive feedback.

Course Content

Unit I: Foundations of Drawing and Painting Education

- **Nature and Scope of Visual Arts:** Understanding Drawing and Painting as forms of self-expression, creativity, and cultural representation.
- **Aims and Objectives of Art Education:** Fostering creativity, emotional development, cultural awareness, and aesthetic appreciation.
- **Role of Art in Curriculum:** Integrating visual arts into the curriculum; the role of Drawing and Painting in holistic education.
- **Psychological Foundations of Art Learning:** How art contributes to child development; stages of artistic development in children.

Unit II: Techniques and Approaches in Teaching Drawing and Painting

- **Basic Drawing and Painting Techniques:** Line drawing, shading, perspective, color theory, brush handling, and blending.
- **Approaches to Art Education:** Project-based learning, exploration and experimentation, imitation and creation, and experiential learning.
- **Art as Expression and Therapy:** Using Drawing and Painting for emotional expression and as a therapeutic tool in the classroom.
- **Digital Art in Education:** Introduction to digital tools like drawing tablets and software (e.g., Adobe Illustrator, Procreate) to expand students' creative possibilities.

Unit III: Planning, Resources, and Artroom Management

- **Lesson Planning in Art Education:** Creating lesson plans that balance skill development with creativity and expression.

- **Art Resources and Teaching Aids:** Use of different media (pencils, pastels, watercolors, acrylics), art materials, and DIY tools; selecting age-appropriate materials.
- **Classroom and Artroom Management:** Organizing a conducive environment for art activities, handling materials, and managing a diverse group of learners.
- **Art Exhibitions and Competitions:** Planning school art exhibitions, understanding their importance, and preparing students for art competitions.

Unit IV: Assessment and Evaluation in Drawing and Painting

1. **Principles of Assessment in Art:** Assessing creativity, skill, effort, and improvement in Drawing and Painting.
2. **Assessment Tools:** Portfolios, art journals, rubrics, and exhibitions for evaluating students' artwork.
3. **Feedback and Critique:** Giving constructive feedback to foster improvement and confidence; conducting art critique sessions.
4. **Reflective Practice and Professional Development:** Encouraging self-reflection in art teaching and engaging in continuous professional learning to enhance teaching methods.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Develop a lesson plan for a Drawing or Painting topic, incorporating both theory and hands-on practice.
- Create a digital presentation on the history of a famous artist or art movement, linking it to classroom applications.
- Design a teaching aid, model, or visual resource for a specific art technique, such as perspective drawing or watercolor blending.
- Conduct a small research project on the impact of art education on students' emotional and cognitive development.

Suggested Readings

1. Edwards, B. (1999). Drawing on the Right Side of the Brain. New York: Penguin Putnam.
2. Eisner, E.W. (2002). The Arts and the Creation of Mind. Yale University Press.
3. Goldstein, C. (2001). Teaching Art: A Complete Guide for the Classroom. New York: Teachers College Press.
4. Lowenfeld, V. & Brittain, W.L. (1987). Creative and Mental Growth. New York: Macmillan Publishing.
5. Read, H. (2013). Education Through Art. London: Faber & Faber.

Pedagogy of Psychology

100 Marks

Credit - 4

Course Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the basic concepts and principles of psychology relevant to education.
2. Apply psychological principles in teaching and learning to enhance student engagement and achievement.
3. Use psychological theories to address the diverse learning needs and developmental stages of students.
4. Integrate psychological assessment techniques to understand and improve students' learning behaviors.
5. Promote the mental well-being and emotional development of students through effective teaching strategies.

Course Content

Unit I: Introduction to Psychology and Education

- **Nature and Scope of Psychology in Education:** Definition of educational psychology; its importance in teaching-learning processes.
- **Major Schools of Psychology:** Behavioral, Cognitive, Humanistic, and Constructivist approaches in education.
- **Learning Theories:** Classical conditioning (Pavlov), Operant conditioning (Skinner), Cognitive theories (Piaget, Vygotsky), and Social Learning Theory (Bandura).
- **Role of a Teacher in Psychological Development:** Understanding the teacher's role as a facilitator of psychological growth and development in students.

Unit II: Cognitive Development and Learning

- **Theories of Cognitive Development:** Piaget's stages of cognitive development; Vygotsky's Sociocultural Theory; Information Processing Theory.
- **Intelligence and Its Measurement:** Different theories of intelligence (e.g., Gardner's Multiple Intelligences, Sternberg's Triarchic Theory), intelligence testing, and application in educational settings.
- **Memory and Learning Styles:** Understanding memory processes (encoding, storage, retrieval) and their impact on learning; identifying learning styles (visual, auditory, kinesthetic) and their implications for teaching.
- **Motivation in Learning:** Theories of motivation (Maslow, Herzberg, Self-determination theory); strategies to enhance student motivation.

Unit III: Developmental Psychology and Individual Differences

- **Stages of Human Development:** Physical, cognitive, and emotional development in children and adolescents; Erikson's psychosocial stages.

- **Personality and Behavior:** Definition of personality, traits, and theories (Freud, Jung, Trait theory); understanding student behavior and classroom management.
- **Individual Differences in Learning:** Giftedness, learning disabilities, special needs, and their educational implications; differentiation in teaching.
- **Emotional and Social Development:** Socialization, peer interactions, and the emotional needs of children; promoting emotional intelligence in the classroom.

Unit IV: Psychological Assessment and Guidance in Education

- **Educational Psychology and Assessment:** Importance of psychological assessment in educational settings; types of assessments (formative, summative, diagnostic, and standardized tests).
- **Techniques of Psychological Assessment:** Observations, questionnaires, inventories, and case studies.
- **Guidance and Counseling:** Understanding the role of guidance and counseling in schools; promoting mental health, addressing academic and emotional issues in students.
- **Classroom Applications of Psychological Principles:** Applying psychology to manage classroom dynamics, dealing with behavioral issues, learning difficulties, and providing appropriate interventions.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a lesson plan integrating cognitive theories and learning styles to accommodate diverse learners.
- Conduct a study or survey on motivation and its impact on students' academic performance, presenting your findings in a report.
- Develop an educational intervention program using psychological principles to help students with learning disabilities.
- Design a project where you assess and track students' behavior or personality traits using standardized assessment tools (e.g., questionnaires, observations).

Suggested Readings

1. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L. (2003). Introduction to Psychology. Harcourt Brace.
2. Santrock, J.W. (2018). Educational Psychology. McGraw-Hill Education.
3. Slavin, R.E. (2018). Educational Psychology: Theory and Practice. Pearson.
4. Sternberg, R.J., & Grigorenko, E.L. (2004). Intelligence and Intelligence Testing. Cambridge University Press.
5. Woolfolk, A. (2019). Educational Psychology. Pearson.

Pedagogy of Computer

100 Marks

Credit - 4

Course Objectives:

By the end of this course, student-teachers will be able to:

- Understand the theoretical foundations of computer education and its significance in modern classrooms.
- Develop skills for teaching computer science and technology effectively.
- Integrate technology into the curriculum to enhance teaching and learning.
- Apply various pedagogical strategies and tools for teaching computer science in schools.
- Promote digital literacy among students and create a technology-driven learning environment.

Course Content

Unit I: Introduction to Computer Education and Its Pedagogy

- **Overview of Computer Education:** The role of computers in education; importance of integrating ICT (Information and Communication Technology) into the teaching-learning process.
- **Evolution of Computer Education:** Development of computer education in India and globally; role of computer literacy in modern education.
- **Computer Education Framework in Schools:** National Curriculum Framework (NCF) guidelines for computer education; role of ICT in NEP 2020.
- **Pedagogical Approaches for Teaching Computers:** Different teaching methods: direct instruction, inquiry-based learning, project-based learning, collaborative learning, and flipped classrooms.

Unit II: Computer Hardware and Software Concepts

- **Computer Fundamentals:** Basic computer components (input, output, processing, storage devices); types of computers (personal computers, mainframes, servers).
- **Software and Operating Systems:** Introduction to software types: system software, application software; operating systems (Windows, Linux, macOS); software installation, management, and troubleshooting.
- **Programming Fundamentals:** Introduction to computer programming concepts; basic programming languages (Python, Java, C++); logic building and algorithms.
- **Use of Educational Software:** Selection and integration of educational software for various subjects; examples of software for learning (Simulations, virtual labs, e-learning platforms).

Unit III: Pedagogical Tools and Strategies for Teaching Computers

- **Integrating ICT in Teaching:** Using multimedia (audio, video, animation) to support learning; interactive whiteboards, learning management systems (LMS), and virtual classrooms.
- **Internet and Web-Based Tools:** Internet as a teaching tool; using search engines, online databases, cloud computing; incorporating online resources, tutorials, and courses in teaching.
- **Digital Literacy and Digital Citizenship:** Promoting responsible internet usage, online safety, and ethics; understanding digital privacy, security, and copyright issues.
- **Project-Based Learning and Computer Teaching:** Designing projects and assignments that involve technology; collaborative project work using computer tools (Word, Excel, PowerPoint, etc.); engaging students with coding projects.

Unit IV: Assessment, Evaluation, and Challenges in Computer Teaching

- **Assessing Computer Skills:** Designing tests and assessments for evaluating students' computer literacy and technical skills; practical examinations and projects.
- **Blended Learning and Online Assessments:** Creating blended learning environments by integrating online and offline activities; conducting assessments through e-portfolios, online quizzes, and assignments.
- **Challenges in Computer Education:** Addressing challenges in computer education: infrastructural limitations, digital divide, lack of teacher training, student engagement with technology, and over-reliance on technology.
- **Innovative Pedagogical Models:** Exploring innovative pedagogies like gamification, flipped classroom models, and experiential learning in computer science teaching.

CIA (Continuous Internal Assessment)

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

1. Design a lesson plan for teaching a basic programming language (e.g., Python) to high school students.
2. Create a teaching module using multimedia tools (video, animation, etc.) to explain a computer science concept like networking or databases.
3. Develop an online assessment tool for evaluating students' knowledge of computer fundamentals and programming skills.
4. Conduct a case study on how a school can integrate technology effectively into its existing curriculum and present recommendations.

Suggested Readings-

1. Agrawal, S. (2020). Pedagogy of Computer Science Education. PHI Learning Pvt. Ltd.
2. Grover, S. & Pea, R. (2013). Computational Thinking in K-12 Education. ACM.
3. Prasad, S. (2020). Educational Technology and Computer Education. Atlantic Publishers.

4. Sharma, S.K. (2019). ICT in Education: Pedagogy and Practice. AITBS Publishers.
5. Singh, M. (2021). Teaching Computer Science in Schools: A Practical Approach. Cambridge University Press.

Pedagogy of Sociology

100 Marks

Credit - 4

Course Objectives:

By the end of this course, student-teachers will be able to:

- Understand the role of sociology in education and its significance in shaping students' worldview.
- Develop pedagogical strategies to teach sociology effectively in schools.
- Explore the relationship between society, culture, and education.
- Use various teaching methods and resources to engage students in sociological inquiry.
- Analyze the role of social institutions (family, education, religion) in the development of individual and collective behavior.

Course Content

Unit I: Introduction to Sociology and Its Relevance in Education

- **Definition and Scope of Sociology:** Understanding sociology as the study of society, social behavior, and social institutions. The role of sociology in education.
- **Basic Sociological Concepts:** Society, culture, social norms, values, socialization, roles, and status.
- **Sociology of Education:** Role of education in social change and development; education as a social institution; functions of education in society.
- **Social Structure and Social Institutions:** Family, religion, economy, and political systems as institutions that shape individual behavior.

Unit II: Sociological Theories and their Application in Education

- **Classical Sociological Theories:** Contributions of key sociologists like Durkheim, Weber, Marx, and their views on education and society.
- Durkheim's theory of social solidarity and education.
- Marxist perspective on education and class struggle.
- Weber's views on social action and the role of education.
- **Contemporary Sociological Theories:** Feminist, Postmodernist, and Critical Theory approaches to education.
- **Sociology and Social Change:** How sociology helps in understanding the dynamics of social change and its implications for the educational system.

Unit III: Teaching Sociology – Approaches and Methods

- **Pedagogical Approaches in Teaching Sociology:** Lecture method, discussion method, project-based learning, and problem-solving methods.
- **Integrating Sociological Concepts into Classroom Teaching:** Techniques for introducing sociological concepts to students; using real-life examples, case studies, and role-playing for experiential learning.
- **Instructional Materials and Resources:** Using textbooks, films, documentaries, online resources, and guest lectures to enhance learning.
- **Classroom Management and Student Engagement:** Strategies for engaging students in discussions, debates, and critical thinking on sociological issues.

Unit IV: Assessment, Evaluation, and Challenges in Teaching Sociology

1. **Assessment of Sociological Understanding:** Designing formative and summative assessments to evaluate students' understanding of sociological concepts; quizzes, essays, and group discussions.
2. **Inclusive Sociology Teaching:** Addressing the needs of diverse learners in the sociology classroom; promoting social justice, equality, and critical consciousness.
3. **Challenges in Teaching Sociology:** Overcoming the challenges of teaching abstract sociological concepts; addressing biases, stereotypes, and promoting open-mindedness in the classroom.
4. **Sociology and Citizenship Education:** Role of sociology in fostering civic responsibility, understanding of social issues, and preparation for active participation in democratic processes.

Continuous Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

1. Design a lesson plan for teaching a sociological concept like socialization, social stratification, or gender roles in a high school classroom.
2. Prepare a project-based learning module on a contemporary social issue (e.g., inequality, migration, education disparity) and its sociological implications.
3. Develop a teaching strategy to promote critical thinking among students about social issues using case studies or debates.
4. Conduct a survey of social attitudes in your school community and analyze the results sociologically.

Suggested Readings

1. Boudon, R. (2016). *Sociology and the Social Sciences*. Routledge.
2. Giddens, A. & Sutton, P. W. (2018). *Sociology and Education: A Comparative Analysis*. Polity Press.
3. Giddens, A. (2017). *Sociology*. 8th Edition, Pearson Education.

4. Giddens, D., Duneier, M., Appelbaum, R. P., & Carr, D. (2016). Introduction to Sociology. Seagull 10th Edition, W.W. Norton & Company.
5. Tumin, M. M. (2014). Sociology: A Textbook. Prentice Hall.

Drama and Arts in Education

50 Marks

Credit - 2

Objectives:

By the end of this course, student-teachers will be able to:

- Develop the aesthetic sense and creative thinking in the students.
- Understand forms of art, performing and visual and its significant role in human life.
- Understand relationship between art, literature and education.
- Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
- Understand about teaching of different subjects through drama and art education at school level.
- Understand cultural heritage of India with special reference to Rajasthan.
- Understand about technical invasion in the field of art and future perspectives of drama and art education.
- Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

UNIT-I: Aesthetic Sense and Education

- 1- 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.
- 2- 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.
- 3- Introduction to music: dhawaniswar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadh, shushir, Dhanlok, lokgeet, lokvadhya & Introduction to Dance - history of dance-kala, lok-nritya.

UNIT-II: Performing Art and Learning

- 4- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- 5- 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.
- 6- 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.

- 7- 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

- 8- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- 9- Exploration and experimentation with different types of Visual Arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- 10- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.
- 11- 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.

Internal Assessment:

Class Test: 5 marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
- Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.
- 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 a report.
- Make a Documentary film related with any subject of school and present it.
- Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
- Write three Drama-Scripts by your own on the basis of creative writing for school children.
- Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
- Organize an exhibition related to any form of Visual Art in your respective institution.

SUGGESTED READINGS-

1. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
2. Bhattacharya Dilip Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
4. Chaturvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, London.
6. Hariharan M., Kuppaswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.

8. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
9. Krishna Rao U.S., Devi Chandrabhaga U.K. A panorama of Indian dances, Shree Satguru Publication, New Delhi.
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. Thames and Hudson: Arts & Crafts of India, London.
14. Tribhwn Robin D., Tribhwan Preeti R. Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket 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.
18. गोस्वामी प्रेमचन्दभारतीय कला के विविध स्वरूप ;, पंचशील प्रकाशन, जयपुर।
19. प्रसाद देवीशिक्षा का वाहन कला ;, नेशनल बुक ट्रस्ट, इंडिया, 1999।
20. गुप्ता डॉसौंदर्य तत्वमीमांसा :भयामला ., सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
21. रामअवतार वीरभारतीय संगीत का इतिहास ;, राधा पब्लिकेशन, दिल्ली।
22. जोशी भोला दत्तसंगीत भास्त्र एवं रागमाला ;, सरोज प्रकाशन, दिल्ली।
23. भार्मा अमिताभास्त्रीय संगीत का विकास ;, ईस्टर्न बुक लिक्स, दिल्ली।
24. भार्मा सत्यवतीख्याल गायन भौली विकसित आयाम ;, पंचशील प्रकाशन, जयपुर।
25. माली डॉशिवराम ., गोकाकर डॉसुध .ाकरनाटक और रंगमंच ;, नेशनल पब्लिसिंग हाउस, दिल्ली।
26. चौबे अमरेश चन्द्रसंगीत की संस्थगत शिक्षण प्रणाली ;, कृष्णा ब्रदर्स, अजमेर।
27. खुराना भात्रों: ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

SEMESTR - I

B.Ed. M.Ed. 08

Marks-50

Value added course (25 marks 1 credit)

Open Air/S.U.P.W. camp

1. Community work
2. Participation in co-curricular activities
3. Survey (Based on social and Educational Events)
4. Health and Social Awareness Programme

Skilled based (25 marks 1 credit)

1. Micro Teaching 5 skill

SEMESTR - II
B.Ed. M.Ed. 09
Assessment for Learning

100 Marks

Credit - 4

Objectives:

After completing the course, the students will be able to:

- Understand the concepts, principles, and purposes of assessment in learning.
- Develop skills in designing, implementing, and analyzing different types of assessment tools.
- Appreciate the role of formative and summative assessment in improving learning outcomes.
- Apply innovative, inclusive assessment strategies to evaluate diverse learners.
- Explore self-assessment and peer-assessment techniques for fostering reflective learning.
- Understand ethical considerations and challenges in the assessment process.

Course Content

Unit I: Fundamentals of Assessment

- **Concept and Nature of Assessment:** Meaning, scope, and importance in education.
- **Principles of Effective Assessment:** Validity, reliability, fairness, and transparency.
- **Types of Assessment:** Diagnostic, formative, summative, and dynamic assessment.
- **Purposes of Assessment:** Improving learning, informing teaching, certifying achievement, and supporting accountability.

Unit II: Tools and Techniques of Assessment

- **Assessment Tools and Techniques:** Tests (written, oral, practical), observations, portfolios, and rubrics.
- **Development of Assessment Tools:** Criteria for selecting assessment tools, construction of reliable and valid tools.
- **Qualitative and Quantitative Assessment:** Differences, uses, and limitations.
- **Innovative Assessment Techniques:** ICT-enabled assessments, e-portfolios, project-based and problem-based assessments.

Unit III: Assessment for Enhancing Learning

- **Formative Assessment Strategies:** Feedback, continuous and comprehensive assessment (CCE).
- **Role of Assessment in Inclusive Education:** Strategies to assess students with diverse needs.

- **Self and Peer Assessment:** Promoting reflection, autonomy, and critical thinking in learners.
- **Assessment for Lifelong Learning:** Encouraging students to engage in self-directed learning and continuous self-improvement.

Unit IV: Challenges, Ethics, and Policies in Assessment

- **Ethical Issues in Assessment:** Fairness, student privacy, and managing bias.
- **Issues and Challenges:** Grading, test anxiety, high-stakes assessment, and teaching to the test.
- **Assessment Policies and Reforms in NEP 2020:** Shift towards holistic, learner-centered assessments; promoting competency-based education.
- **Using Assessment Data:** Interpreting data to improve teaching practices and enhance student learning.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- 1. Development of an Assessment Tool:** Design and administer an assessment tool, analyze results, and reflect on findings.
- 2. Classroom Observation and Analysis:** Observe and document assessment practices in a real classroom setting, and analyze their effectiveness.
- 3. Case Study on Formative Assessment:** Conduct a case study on formative assessment strategies used for a group of learners, and document reflections.
- 4. Portfolio Creation:** Develop a portfolio that includes various assessments and reflective entries on learning progress.

Suggested Readings

1. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation, and Accountability.
2. Brown, G. T. L., & Harris, L. R. (2018). Handbook of Human and Social Conditions in Assessment. Routledge.
3. Nitko, A. J., & Brookhart, S. M. (2013). Educational Assessment of Students. Pearson Education.
4. Popham, W. J. (2008). Classroom Assessment: What Teachers Need to Know. Pearson.
5. Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher.

SEMESTER - II

B.Ed.M.Ed-10

EPC-II

DRAMA AND ART IN EDUCATION

50 Marks

Credit - 2

Objectives:

By the end of this course, student-teachers will be able to:

- Develop the aesthetic sense and creative thinking in the students.
- Understand forms of art, performing and visual and its significant role in human life.
- Understand relationship between art, literature and education.
- Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
- Understand about teaching of different subjects through drama and art education at school level.
- Understand cultural heritage of India with special reference to Rajasthan.
- Understand about technical invasion in the field of art and future perspectives of drama and art education.
- 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, lokgeet, lokvadhya & Introduction to Dance - history of dance-kala, lok-nritya.

UNIT-II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style, Knowledge of Indian Dance- Drama tradition both in classical and folk, General introduction of Folk and 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.

Internal Assessment:

Class Test: **10 marks**

Assignments/Projects (Choose one): 05 Marks

- Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
- Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.
- 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 a report.
- Make a Documentary film related with any subject of school and present it.

- Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
- Write three Drama-Scripts by your own on the basis of creative writing for school children.
- Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
- Organize an exhibition related to any form of Visual Art in your respective institution.

SUGGESTED READINGS-

- 1- Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
- 2- Bhattacharya Dilip Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
- 3- Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
- 4- Chaturvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
- 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- Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
- 9- Krishna Rao U.S., Devi Chandrabhaga U.K. A panorama of Indian dances, Shree Satguru Publication, New Delhi.
- 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- Thames and Hudson: Arts & Crafts of India, London.
- 14- Tribhwan Robin D., Tribhwan Preeti R. Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
- 15- Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket 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.
- 18- गोस्वामी प्रेमचन्द भारतीय कला के विविध स्वरूप :, पंचशील प्रकाशन, जयपुर।
- 19- प्रसाद देवीशिक्षा का वाहन कला :, नेशनल बुक ट्रस्ट, इंडिया, 1999।

- 20- गुप्ता डॉसौंदर्य तत्वमीमांसा :भयामला ., सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
- 21- रामअवतार वीरभारतीय संगीत का इतिहास ;, राधा पब्लिकेशन, दिल्ली।
- 22- जोशी भोला दत्तसंगीत भास्त्र एवं रागमाला ;, सरोज प्रकाशन, दिल्ली।
- 23- भार्मा अमिताभास्त्रीय संगीत का विकास ;, ईस्टर्न बुक लिक्स, दिल्ली।
- 24- भार्मा सत्यवतीखाल गायन भौली विकसित आयाम ;, पंचशील प्रकाशन, जयपुर।
- 25- माली डॉशिवराम ., गोकाकर डॉसुध .ाकरनाटक और रंगमंच ;, नेशनल पब्लिसिंग हाउस, दिल्ली।
- 26- चौबे अमरेश चन्द्रसंगीत की संस्थगत शिक्षण प्रणाली ;, कृशणा ब्रदर्स, अजमेर।
- 27- खुराना भात्रोंः ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

SEMESTER-I
B.Ed.M.Ed.-11
EPC-III
Critical Understanding of ICT

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

1. Demonstrate basic operational skills in using computers and internet technologies.
2. Apply digital tools and educational software in teaching-learning contexts.
3. Develop educational blogs, websites, and digital teaching resources.
4. Use Learning Management Systems (LMS) and online collaboration tools.
5. Design ICT-integrated lesson plans for different subjects.
6. Understand ethical, legal, and safety issues in using web technologies.

Course Content

Unit I: Basics of Computers and ICT in Education

- Introduction to Computers: Hardware and Software concepts.
- Basic Computer Operations: Word Processing, Spreadsheets, Presentations.
- ICT: Meaning, Importance, and Scope in Education.
- Introduction to Operating Systems (Windows/Linux).
- Computer Networks: LAN, WAN, Internet, and Intranet.
- Cyber Safety: Ethical and Legal Aspects, Cyberbullying, Digital Citizenship.

Unit II: Educational Applications of Web Technology

- Internet as a source of Information: Browsing, Search Engines, Evaluating Online Resources.
- Web 2.0 Tools: Blogs, Wikis, Podcasts, and Discussion Forums.
- Learning Management Systems (LMS): Google Classroom, Moodle, Edmodo.
- Social Media for Education: Opportunities and Challenges.
- Use of Multimedia: Images, Audio, Video in Teaching.

Unit III: E-Content Development and Online Teaching Tools

- Principles of Multimedia Learning.
- Introduction to e-Content Development Tools: Canva, Powtoon, Prezi, MS Sway.
- Creating Digital Lessons: Text, Image, Audio, Video Integration.
- Introduction to Open Educational Resources (OER).
- Conducting Online Classes: Zoom, Microsoft Teams, Google Meet – basic operations.

Unit IV: Designing ICT-Integrated Lessons and Evaluation

- Steps to design ICT-integrated lesson plans for school subjects.
- Interactive Whiteboards, Digital Libraries, and Virtual Labs.
- Assessment Techniques in Online and Blended Learning.
- Project-based Learning and WebQuests.
- Future Trends: Artificial Intelligence, Augmented Reality, Virtual Reality in Education.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Create a blog for educational purposes (minimum 5 posts).
- Design a sample e-content module for any one school subject.
- Develop a simple educational website using free platforms (e.g., Google Sites).
- Conduct a simulated online teaching session using any video conferencing tool.
- Prepare a report on the use of ICT in your practice teaching school.
- Survey five teachers on their use of web tools in teaching and analyze the data

Suggested Readings-

1. Kozma, R. (2003). Technology, Innovation, and Educational Change. ISTE.

2. Mangal, S.K. (2019). Essentials of Educational Technology. PHI Learning.
3. Roblyer, M. D., & Hughes, J. E. (2018). Integrating Educational Technology into Teaching. Pearson.
4. Saxena, S. (2015). Computer Applications in Education. Vikas Publishing.
5. Selwyn, N. (2011). Education and Technology: Key Issues and Debates. Bloomsbury.
6. UNESCO (2011). ICT Competency Framework for Teachers.

SEMESTER - II

B.EdM.Ed.- 12

Learning and Teaching

100 Marks

Credit - 4

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 differences of learners
3. To study the relationship between teaching and learning and the factors that influence learning
4. To make use of modern information and communication technology to improve the 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 from constructivist perspective
8. To get acquainted with the professional ethics of the teaching profession
9. To study the new trends and innovations involved in the teaching learning process with professional ethics.

Unit 1-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 the teaching-learning process.

1. Tradition and changes given the learning process a shift from teaching and learning

Unit 11- Source of Effective Teaching and 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: Concepts, principles, and types of programmer learning
- Concept of micro teaching, various teaching skills

Unit III-Educational Technology and new trends in Teaching and learning due to Technological Innovation

- Concept of Educational Technology, Model of teaching: Meaning, Assumptions, and Fundamental elements of a model of teaching suchman's inquiry training model
- Communication Concept. Elements and Communication skills, Teaching Learning process as the communication and Analysis and organizational learning in the diverse classroom. Issues and concerns.
- Team Teaching, Cooperative learning, and E-learning. E-content, E-magazine, E-Journals, E-Library, Issues and concerns about organize teaching, learning
- Process in a diverse classroom with respect for study habits, ability, giftedness, and interest of the learner

Unit IV Teaching as profession:

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance, competency, and commitment areas for teacher.
- Need for Professional enrichment of teachers
- Professional ethics and its development

Test and Assignment:-

- Class Test 10 MARKS
- Any One 10 MARKS

1. Preparation and practical implications of at least two technical learning resources (transparencies, PowerPoint Slides, Animated Videos)
2. Identify the learning needs of the learner in the diverse classroom with regard to their abilities, learning styles, socio-cultural difference, learning difficulties, and their implication for classroom teaching
3. 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
4. Conduct an Interview of any two students with multilingual background and identify the problems in teaching learning process

SUGGESTED READINGS

1. Aggarwal J.C (2004), "Educational Psychology", Vikas Publishing House Pvt. Ltd. New Delhi
2. Berk Laura (2007), "Child Development", Prentice Hall of India, New Delhi
3. Biehler, Robert, and Snowman, Jack (1991), psychology Applied to Teaching, Houghton Mifflin company, Boston.
4. Buzan Tony (2003), "Brain Child", Thorsons, An Imprint of Harper Collins, London,
5. Coleman Margaret (1996), "Emotional and Behavioral Disorders". Allyn and Bacon, Boston
1. Erickson Marian (1967). "The Mentally Retarded Child in the classroom". The Macmillan company
2. Goleman Daniel (1995). "Emotional Intelligence". Bantam Books NY
3. Goleman Daniel (2007), Social Intelligence, Arrow Books, London
4. Henson Kenneth (1999), "Educational Psychology For Effective Teaching Wadsworth Publishing Co., Belmont, California
5. Khandwala Pradip (1988), "Fourth Eye", A H. Wheeler, Allahabad
6. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
7. National Curriculum Framework 2005, N.C.E.R.T, New Delhi.
8. Osborn Alex (1971). "Your Creative Power", Saint Paul Society. Allahabad, India

9. Pringle MK and Varma VP(Ed) (1974), "Advances in Educational Psychology University & London Press. London
10. Shaffer David(1999), "Social and Personality Development Wadsworth Thomson Learning, USA.
11. Sharma Tara Chand (2005), "Reading Problems of Learners"; Sarup and Sons, New Delhi
12. Sousa David (2001), How The Brain Learns", Cowin Press, Inc. A Sage Publication Company, California.

SEMESTER - II
B.Ed.M.Ed-13
Language across the curriculum

50 Marks

Credit - 2

Objectives

After completing the course, the students will be able to:

- Analyze learners' linguistic backgrounds and recognize the impact of home language, second language, and dialectal variation on classroom learning.
- Apply research-based strategies to integrate listening, speaking, reading, and writing skills into content-area instruction.
- Design classroom discourse patterns (e.g., questioning, discussions, debates) that foster critical thinking and language development.
- Evaluate sociolinguistic factors, such as language and region, religion, and social class, regarding equity and inclusion in education.
- Identify common language and speech disorders and develop remedial lesson plans and assessment tools.
- Utilize language laboratory and digital tools to enhance language proficiency and learner engagement.

Course Content:

Unit I: Foundations of Language Across the Curriculum

- **Nature and Functions of Language:** Definitions, characteristics, and roles in cognitive and social development.

- **Language, Identity, and Society:** Interplay between language, region, religion, and social class; multilingualism as an educational resource.
- **Language Varieties and Registers:** Home (mother tongue) vs. school language; formal and informal; oral and written registers.

Unit II: Oral and Literacy Skills in the Classroom

- **Oral Aptitude & Classroom Discourse:** Theoretical foundations; stages of speech development; effective questioning techniques (e.g., Bloom's taxonomy); think-pair-share; Socratic seminars.
- **Listening Skills:** Active listening; pronunciation, intonation, stress, rhythm, and pitch.
- **Speaking Skills:** Fluency-building activities; error correction; peer feedback; pronunciation drills.
- **Reading Skills:** Skimming, scanning, inferential, and critical reading of textbooks and digital texts.
- **Writing Skills:** Mechanics (punctuation, grammar); compositions (essays, reports, reflective journals); summarizing and expanding ideas.

Unit III: Remedial and Inclusive Practices with Technology

- **Identification of Language Difficulties:** Speech defects, dyslexia, language delay; use of diagnostic tools.
- **Remedial Strategies:** Individualized Education Plans (IEPs); scaffolding; multi-sensory techniques.
- **Technology in Language Support:** Language laboratory, educational software, and mobile apps.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 05 Marks

- Discuss with students and find out the different languages they speak, and prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of a secondary-level student and make a remedial strategy.
- Organize an activity-based game to motivate students for creative questioning.
- Organize a close and critical reading/discussion in a small group.
- Survey secondary schools to study academic achievement in overall or in specific subjects of diverse linguistic students.

Suggested Readings:

1. Anderson, M., & Lynch, T. (2003). Listening. Oxford University Press.
2. Celce-Murcia, M. (2001). Teaching English as a Second or Foreign Language. Heinle & Heinle.
3. Halliday, M.A.K., & Hasan, R. (1976). Cohesion in English. Longman.
4. Hornby, A.S. (2005). Oxford Advanced Learner's Dictionary (6th ed.). Oxford University Press.
5. Kumar, K. (2004). Language and Society. Anmol Publications.
6. Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

SEMESTER - II B.Ed.Med. - 14 Knowledge and Curriculum

100 Marks

Credit - 4

Objectives:

By the end of this course, student-teachers will be able to:

- 1- Explain the nature and types of knowledge in educational contexts.
- 2- Analyze theories of knowledge construction and their implications for teaching.
- 3- Differentiate between curriculum, syllabus, and pedagogy.
- 4- Critically evaluate curriculum development processes and frameworks.
- 5- Interpret the role of education in promoting equality, inclusion, and social justice.
- 6- Apply curriculum theories to analyze and design educational materials and learning experiences.
- 7- Reflect on contemporary curricular issues in Indian and global contexts.

Course content

Unit I: Understanding Knowledge and Knowing

- Define knowledge and discuss its nature, types, and characteristics.
- Analyze different ways of knowing: empirical, rational, intuitive, and authoritative.
- Explore the social construction of knowledge and its implications for education.
- Examine the role of teachers and schools as agents of knowledge dissemination and

transformation.

- Differentiate between information, knowledge, and wisdom.

Unit II: Concept, Bases, and Development of Curriculum

- Define curriculum and distinguish it from syllabus and pedagogy.
- Discuss the philosophical, psychological, and sociological bases of curriculum development.
- Explain various approaches to curriculum: subject-centered, learner-centered, and activity-centered.
- Describe the process of curriculum design: objectives, content organization, implementation, and evaluation.
- Analyze the importance of curriculum mapping and alignment.

Unit III: Curriculum and Social Context

- Discuss how political, cultural, economic, and social factors influence curriculum construction.
- Evaluate the role of curriculum in promoting equity, inclusion, and social justice.
- Analyze representation of marginalized groups (gender, caste, tribe, minority communities) in school curricula.
- Explore curricular debates related to language, regional identity, and globalization.
- Reflect on the challenges of making curriculum more democratic and inclusive.

Unit IV: Contemporary Curricular Frameworks and Reforms

- Study key curricular frameworks: NPE 1986/1992, NCF 2005, NCF 2023.
- Critically examine the recommendations of major education commissions (Kothari Commission, Yashpal Committee, NEP 2020).
- Analyze current trends in curriculum reform (experiential learning, competency-based education, interdisciplinary curriculum).
- Evaluate the role of international organizations (UNESCO, UNICEF) in shaping global curricular agendas.
- Reflect on the future directions of curriculum reforms in India and beyond.

Internal Assessment:

Class Test: 10 marks

Assignments/Projects (Choose one): 10 Marks

- **Curriculum Analysis Project:** Select a textbook or curriculum document from any school subject. Analyze it critically based on knowledge representation, inclusion, and interdisciplinary links. Submit a written report (1000–1500 words)
- **Content Mapping Exercise:** Prepare a detailed mind map showing the structure of knowledge for a selected topic. Highlight concepts, sub-concepts, relationships, and real-life applications.
- **Policy Document Review:** Study a major education policy (e.g., NCF 2005, NCF 2023, NEP 2020). Write a critical review focusing on knowledge, curriculum aims, and equity issues.
- **Curriculum Design Activity:** Develop a mini-curriculum (3–5 lessons) for a chosen theme/topic. Define learning objectives, content outline, pedagogy, and assessment methods
- **Comparative Study Report:** Compare the curriculum frameworks of two countries or states. Discuss similarities and differences in knowledge organization, aims, and approaches.
- **Field-Based Study:** Conduct a survey of school teachers about their views on curriculum effectiveness. Prepare a summary report with findings and reflections (minimum 10 interviews).
- **Reflective Essay:** Write a personal essay on the theme: "My Experiences with Curriculum: A Reflection on Knowledge and Learning" (Word Limit: 1000–1200 words)

Suggested Readings-

- 1- Apple, M. W. (2004). Ideology and Curriculum. Routledge.
- 2- Dewey, J. (1938). Experience and Education. Collier Books.
- 3- Kumar, K. (1991). Political Agenda of Education. Sage Publications.
- 4- NCERT. (2005). National Curriculum Framework. NCERT, New Delhi.
- 5- NCERT. (2023). National Curriculum Framework for School Education. NCERT, New Delhi.
- 6- Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press.
- 7- UNESCO. (2015). Rethinking Education: Towards a Global Common Good? UNESCO Publishing.

SEMESTER - II

B.Ed.MEd. - 15

Internship (Minimum 4 weeks) CA (5 credit 125 marks)

SEMESTER - II

B.Ed.MEd. - 16

Final Lesson and Criticism Lesson 4 credit 100 marks (80 EOSE+20CA)

SEMESTER - II

B.Ed.MEd. - 17

Marks 50

Value added(Any One) - 25 marks

Self developmentProgramme

- ✓ **Personality Development**-Meaning type, Factors, Approaches, Techniques to enhance the personality
- ✓ **Time Management** - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.
- ✓ **Decision making** - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills.

Skilled based(Any One) – 25 marks

- ✓ **Communication Skills**- Meaning, components, types, barriers and ways of improving C.S. and its importance
- ✓ **Creative writing Skills** – Meaning, Types, elements, forms and Techniques to improve the C.W. Skills

Interpersonal Skills- Meaning, Types, Techniques to improve &its importance

SEMESTER-III
B.Ed.M.Ed-18
Introduction to Research Methods

Marks 100

Objectives:-

Credits - 04

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.
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

15Hours

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.

B. Research: Meaning, nature, need, 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.

C. 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 . 15 Hours

A. Quantitative Research: Descriptive research. Subcategories of Descriptive Research: Surveys, Correlation 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.

C. Mixed Research-meaning, fundamentals principals, strength and weakness, types and limitations

UNIT III Hypothesis, Variables, Population & Sample and Tools 15

Hours

A) Hypothesis :Meaning, difference between assumptions, postulates and hypotheses, types of hypothesis, difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing, Types of errors: Type I and Type II

B) Variables: Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

C) Populations and Samples :Meaning Characteristics of a good sample, Sampling

D) Tools: Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry. Validity, Reliability & Objectivity of a Test, Adaptation of a Test

UNIT IV Writing of Research Proposals, Recent trends in Education 15 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, Educational Research in Abroad, Futuristic Trends of educational Research

Class Test : 10 Marks

Sessional:- 10 Marks

1. Critically analyze any research dissertation.
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*.
6. Guilford, J.P.: *Fundamental Statistics in Psychology and Education*.
7. Keeves, John P. (Ed.): *Educational Research, Methodology and Measurement: An International Handbook*.
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-III
B.Ed.M.Ed-19

Note Candidate shall be required to offer any two papers front pedagogy of school subject one from course code no. 7 (paper) in sem I & other for course code no. 19 (i to xix) paper) in sem III.

SEMESTER-III
B.Ed.M.Ed-20
Teacher Education

Marks 100

Objectives:- Credits -04

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.
6. To acquaint with the various statutory bodies regarding Teacher Education.

Course Content:

Unit 1: Context of Teacher Education:

15 Hours

- a) Meaning, Nature, Scope and Significance of Teacher Education
- 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.
- f) Developmental concept of a teacher.
- g) Problems of teacher education at school levels.

Unit 2: Knowledge based Teacher Education:

15 Hours

- a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

- b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - 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 reflective teaching, Reflective Thinking v/s Reflective Action, The Reflective Teaching Model. Need for Reflective Teaching, Difference between Reflective Teaching and Reflective Research.

Unit 3: Models of Teacher Education and Instructional Methods 15 Hours

- a) Models of Teacher Education - Behaviouristic Teacher Education Model, Competency-based 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.
- c) Application of ICT in teacher education.

Unit 4: Managing Practicum & Concern in Teacher Education: 15 Hours

- a) Integration of Theory and Practice, Organization, Observation, Supervision and Assessment of Practice Teaching.
- b) Concept, Principles and Organization of Internship, types of Feedback to Student Teacher.
- c) Mentoring and Coaching in Teacher Education.
- d) Quality assurance and accreditation in teacher education.
- e) Role of NCTE and IASE.
- f) Code of teacher education.

Class Test - 10 Marks

Assignment (any two) 10 Marks

- A critical study of one teacher training college with reference to reorganization by NCTE.
- Role of any two for quality enhancement - IASE, CTE, SCERT.

- Educational Qualification and code of conduct for professional teacher given by UGC.

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.
5. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi
6. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
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.
11. Chakrabarti, Mohit Teacher Education modern Trends.
12. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
13. Dikshit (Dr.) S. S. - Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi.
14. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Town, Delhi-9.
15. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi
16. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi

17. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
18. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
19. Sharma, R.A. Teacher education- Theory, Practice & Research.
20. Sharma, R.S. Emerging Trends in Teacher Education.

SEMESTER-III B.Ed.M.Ed-21

Internship-II Minimum (10 Weeks)

300 marks

1. Lesson
2. Theam based Learning
3. Report on record maintained in school
4. Blue print and Administration of test
5. Reflective teaching on Internship activities

SEMESTER-III B.Ed.M.Ed-22

Value added and skill based

50 marks

1. Value added Practicum Work with B.Ed. Students **25 marks**

Health and social awareness programme

2. Skill based **25 marks**

Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques.

Research Skills- Meaning, Types, Characteristics, components, ways of improving R.S. and its importance

Analytical Skills - Meaning, Types, Characteristics, technique to improve the analytical skills.

SEMESTER-III B.Ed.M.Ed-23

Dissertation Work:-

50 Marks

Review of Related Literature on any topic of Research

SEMESTER-IV

B.Ed. M.Ed.- 24

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Marks - 100

Objectives

04 Credits

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 15 HOURS

- A. Meaning and concerns** of education psychology, Contribution of various schools with reference to teaching –learning: Behaviorism, Humanistic, and Constructivism
- B. Methods in psychology-** Experimental, Observation, Clinical & Case Study
- C. Concept of Individual differences:-**meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).
- D. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:-** panic and phobia, Vocational Guidance & Career Counseling.

Unit-II Cognitive aspects of an individual 15 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. Critical appraisal and comparative study of Piaget, Bruner & Vygotsky with reference to multiple school contexts of India.

B. Intelligence - Nature, Types of intelligence-Emotional, Social, Spiritual and Artificial Impact of Heredity and environment on intelligence, Theories (Multiple intelligence, PASS (Planning, Attention - Arousal and simultaneous successive model))

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

15 HOURS

A. Learning: - Meaning, affecting factors, types and learning styles

B. Learning theories with educational Implication:-Guthrie's Theory, Tolmen's Theory, Verbal Learning, Concept Learning, Skill Learning.

C. Transfer of Learning:- Factors, theories & their implication for teachers

Unit - IV Personality and Adjustment

15 HOURS

A. Personality:-Definition and nature , Theories-Pschoanalytical : 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), Assessment of Personality.

B. Motivation: Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Achievement motivation by Mc-Clelland and educational implications, interest and aspiration, Assessment of Motivation.

C. Adjustment: Concept, definition, Factors affecting, adjustment (Frustration & Conflict), Ego-Defense mechanism, Identification and education of mal-adjusted children. Promoting of positive health and well being:- mental-health & hygiene Resilience,

Task and Assignment

(10 + 10 = 20 Marks)

- Organizing one day seminar on Mental Health and Hygiene, resilience and its report writing.

- Administration, scoring and conclusions of psychological tests. (anyone) - Personality, Attitude, Intelligence, Stress, Adjustment, wellbeing, Mental health, Anxiety, Motivation, Creativity

References:

1. Arora, Rita,(2005),”ShikshanAdhigamke 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.
3. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
4. Bower G.H. and Hilgard E.R.: theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
5. Charles N. Newmark (1985) : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto.
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 Mifflins 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.
12. Mangal S.K.: advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd.
13. Michael Green (1989) : Theories of Human Development prentice Hall, englewood cliffs, New Jersy.
14. Mouilly 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 cognitive and affective Development, New York, Longman incorporated.

SEMESTER-IV

B.ED.MED-25

EPC -IV

UNDERSTANDING THE SELF

MARKS : 50

Objectives

The course will enable the student teachers to –

- 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

1. Class Test **10 Marks**

2 ANY ONE **05Marks**

- 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.
- Development: A Humanistic Approach, 33. Seligman, M. E. (2011). *Learned optimism: How to change your mind and your life*.
- Vintage. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion. Kirby, A. (1992). *Games for trainers*. Al dershot: Gower.

SEMESTER-IV
B.ED.MED-26
Advanced Research Methods

MARKS:-100

Objectives:-Credits - 04

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&Significance & the scaling of tests 15 Hours

- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve
- 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 2 Analysis of Variance & Testing of Experimental hypothesis15 Hours

- 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, Manwhitney U test

Unit-3 Regression, prediction& correlation 15 Hours

- 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-4 reliability and validity & Factor analysis

15 Hours

- 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 saturation and group factors
- Methods of factor analysis

Task & Assignment(10+10=20 Marks)

Development of any one scale with reliability and validity.

1. PERSONALITY
2. ATTITUDE
3. APTITUDE

References:-

1. H.E. garet- Ststistics on Psychology &edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand& co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
- 4Albert Kurtz Semual Mayo –Statistical Methods in education and Psychologicalspringer International student edition.

Semester – IV B.Ed.M.Ed – 27 EDUCATIONAL STUDIES

MARKS 100

Objectives –Credits - 04

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 - 15 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 recognized educational journals.
- C. Constitutional Provision in Education

UNIT II-Changing Socio-Cultural Context of Education 15 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

UNIT - III Comparative Education 15 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 & recent policy- 15 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 Sensitization
- C.** 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)

Class Test

10 Marks

Assignments (Any one) 10 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:-

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press. Debra Heyes
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO
- Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
- John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
- Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.

- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

Semester – IV
B.Ed.M.Ed – 28

150 Marks

I Final Lesson 100 marks

II Criticism Lesson 50 marks

- a. Practice of Innovative Lesson
- b. Practice of ICT based Lesson
- c. Daily Lesson Plan and Unit Plan
- d. Blueprint
- e. Observation

Semester – IV
B.Ed.M.Ed – 29
Value added & skill based Course

50 Marks

- I. Value added (25 marks)
Seminar, Workshop, Conference (attend & organize for personality grooming)
- II. Skill based (25 marks)
Synopsis Presentation of Dissertation (PPT)

Semester-V
B.Ed.M.Ed -30
Curriculum Studies

100 Marks

Credit - 4

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 and Models of curriculum design

10 HOURS

- History, Guiding Principles, Stages and Strategies of Curriculum development.
- Curriculum and Critical Theory
- The Saylor and Alesxander's models.
- Good lad's model of curriculum design.
- Models of Curriculum Evaluation : Tyler's, Stake's, Scriven's and Krikpatrick's Model

Unit III Conceptions and Designing of the Curriculum:

10HOURS

- The Humanistic, Social Reconstructionist and Technological Curriculum.
- Organization, Components, Source, Principles and approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

Unit IV Evaluation and trends in Curriculum

10 HOURS

- Concept, need, Importance and Aspects of Curriculum Evaluation
- Models of Curriculum evaluation consensus-Pluralistic
- Trends in Curriculum Research.

Class Test and Assignments

- Class Test **10 Marks**
- Sessional Work (ANY ONE) **10 Marks**

Sessional Work: -

- 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. Anning, Angela (1995): "A National Curriculum for the Early Years", Open University Press, Buckingham, Philadelphia.
3. Audrey & Howard Nocholis (1978): "Developing Curriculum", A practical guide- George Allen & Unwin, Boston, Sydney, London.
4. Bhatt, B.D. Curriculum reform, Kanishka Publishers, New Delhi.
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6. Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
7. D. Warwick (1975): Curriculum structure and Design, University of London press
8. Davies, Iron.K (1976); "Objectives in Curriculum Design", Megraw Hill Book Company Limited, England.
9. Denis Lawton (1986): "School curriculum planning". Hodder & Stoughton, London, Sydney.
10. Edward, A. Krug (1960): The Secondary School Curriculum", Harpaer and Row Publishers, New Your & Evauston.
11. Erickson, H.Lynn (1998): Concept-based curriculum and instruction, Corwin Press, Inc.
12. Gakhar, S.C. (2009): Curriculum Development, Panipat, N.M. Publications
13. Khan, M.I., 1.B.K. Nigam, Evaluation and Research in Curriculum Constriction Kanishka Publisher, New York.
14. Mamidi, M.R. and Ravishankar, 1 (1984)
15. Molhotra, M.M (1985): Curriculum Evaluation and Renewal, manila CPSC Publication.
16. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi

SEMESTER - V
B.Ed.M.Ed-31
Creating and inclusive school

100 Marks

Credit - 4

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.
- Assistive technology for successful inclusion

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: CONCEPT OF INCLUSIVE SCHOOL AND ROLE OF TEACHER
INCLUSIVE SCHOOL

- Characteristics of Inclusive school, Challenges for Inclusive school

- Issues and concerns in Inclusive- support and active participation of children in the classroom, Parental attitude and community awareness for inclusion.
- Qualities and Role of Teacher educators for facilitating Inclusive Education
- Training programmes for Inclusive Teachers and Assessment and evaluation in an inclusive setup

UNIT 4: 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.
- A study of any special teacher training college or institute.

REFERENCES:

1. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
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
5. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
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.

SEMESTER-V
Specialization Select one out of four Paper
B.Ed.M.Ed32

(a)Pedagogy of Science Education I

Objectives:

Marks-100

Credits - 04

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;;
- 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

15 Hours

- Evolution of science as a discipline
- Science as a dynamic expanding body of knowledge
- Development of scientific knowledge
- Scientific methods explanations
- Science and technology
- Ethical aspects of science.

Unit II -Curriculum of Science Education

15 Hours

- 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, cognitive, historical.

Unit III- Approaches to Teaching-Learning of Science-1

15 Hours

- 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
- Use of ICT in teaching-learning of science concepts at secondary level.

Unit IV-Assessment&Contemporary Issues in Science Education 15 Hours

- Continuous and comprehensive evaluation in science
- Assessment of affective measures in science
- 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
- Contribution of women in science
- Scientific and technological Literacy.

Class Test

10 Marks

Assignments (Any one)

10 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 (AprilJune) 20-25.
3. Bhatnagar S.S. (2003).Teaching of science. Meerut: Surya publications.
4. Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
6. Chalmers, A. (1999). What is the thing called Science.3rd Ed. Buckingham: Open University Press.

7. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
8. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press. 39
9. Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.
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.
13. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
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.

PAPER IV

(b) Pedagogy of Mathematics Education I

Objectives:-

Marks-100

Credits- 04

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

Unit I- Nature, Development and Significance of Mathematics 15 Hours

- 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

15 Hours

- 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 Structure of Mathematics of mathematics 15 Hours

- Analyze the curriculum at pre-primary, primary, upper primary & Secondary & higher secondary
- 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 IV- Evaluation in Mathematics-1

15 Hours

- Concept of evaluation in teaching
- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

Class Test

10 Marks

Assignments (Any one)

10 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 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.
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: Rout ledge Falarer Series.
10. Kruteteski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
11. Lieback, P (1984): How children learn mathematics. Penguin Books.
12. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
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.
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.
19. Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.
20. Schonell, F.J.&Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

PAPER IV

(c)Pedagogy of Language Education I

Objectives :-

Marks-100

Credits- 04

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

15 Hours

- Language acquisition and communication
- 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

15 Hours

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.

- Development of language curriculum and the syllabus: dimensions, factors.

Unit III- Pedagogy and Contextual Problem in Language Learning 15 Hours

- First language, Second language & Third language
- Multilingual class room
- problem of curriculum text above development
- three language for rule constitution provision regarding language

Unit IV- Innovative Teaching Learning of Languages 15 Hours

- At-primary
- upper primary
- secondary,
- and higher secondary
- Pedagogical study of languages.

Class Test

10 Marks

Assignments (Any one) 10 Marks

- 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.
5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
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.

PAPER IV

(d) Pedagogy of Social Science Education-1

Objectives:-

Marks-100

Credits-04

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 – Conceptualization of Social Science Education 15 Hours

- 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 15 Hours

- 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;

Unit III – Approaches &Evaluation to Pedagogy of Social Science 15 Hours

- 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,
- Competency based evaluation, continuous and comprehensive evaluation; formative and summativeevaluation,
- diagnostic test and remediation; assessment tools,

Unit IV- Media, Materials and Resources for Teaching-Learning 15 Hours

- 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.

Class Test

10 Marks

Assignments (Any one) 10 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.
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.
13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.

SPECIALIZATION COURSE **SEMESTER - V**

B.Ed.-M.Ed-33

(i) Guidance and Counseling

Marks-100

Objectives:-Credits -04

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 15 Hours

- Bases of guidance-Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance - Meaning, Basic assumptions, Need of guidance, Influence of familyand 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 dealingwith them.

Unit – 2 Appraisal of an individual 15 Hours

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative record Card, Sociometric techniques, projectivetechniques, Rating Scale, Case Study. Anecdotal Record, Autobiography.

Unit-3 Counseling& theories

15 Hours

- Meaning, need, characteristics, Principles, Process and types of Counselling
- Rational EmotiveBehaviour Therapy (REBT) (Albert Ellis)

- Behavior Therapy (B.F. Skinner)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)
- Client Centered Therapy (Carl Rogers)

Unit- 4 Techniques of Counseling 15 Hours

- Individual counseling : Counseling interviews- Meaning, purpose, conditions of interview
- Qualities and responsibilities of an interviewer, evaluation through an interview.
- Group Counseling: Meaning, purpose, importance types of group Counseling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.

Class Test

10 Marks

Assignments (Any one)

10 Marks

- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

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. Mennet 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.

ii - Curriculum, Pedagogy and Assessment – 1

Marks:100

Objectives:

Credits - 04

- 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.

Course:-

UNIT-1 Curriculum

15 Hours

- 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

15 Hours

- 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 & Current Practices in Education

15 Hours

- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning &Multimedia : Meaning and importance Offline and Online learning and E-Library, Print media (Text books), Electronic media (Radio, T.V., Computer)

- Teaching Methods:- Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques : Panel Discussion, Workshop, Seminar, Symposia, Team Teaching

UNIT-4 Educational Evaluation: Trends, Tools & Techniques 15 Hours

- 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 , IntrospectiveProjective and Sociometry)
- Planning and Preparation of test (Including Blue Print)

Class Test

10 Marks

Assignments (Any one)

05 Marks

(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 Childs 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

B.Ed.-M.Ed-33

(iii) - Education Policy, Economics and Planning - 1

MARKS: 100

OBJECTIVES:

Credits - 04

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:-15 Hours

- 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 School Management & Planning**15 Hours**

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.
- 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.

Unit-III Universalization of Elementary Education (UEE) 15 Hours

- 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-IV Programmes & Policies for Elementary Education 15 Hours

- 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 & SMCetc.

Class Test**10 Marks****Assignments (Any one) 10 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.
- Analyze 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.

B.Ed.-M.Ed-33

(iv) - Educational Management, Administration and Leadership - |

OBJECTIVES

MARKS : 100

Credits - 04

: 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 15 Hours

- 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: 15 Hours

- 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.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.

Unit – 3. Problems of educational Planning and performance 15 Hours

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational expenditure & planning.
- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.

Unit 4 Resource Management in education 15 Hours

- 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.
 - Financial and administrative management of educational institutions.

Class Test

10 Marks

Assignments (Any one)

10 Marks

- 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.
- KrojsmaAcjaro, 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.
- 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.

B.Ed.-M.Ed-33

(v) - EDUCATIONAL TECHNOLOGY--1

Marks - 100

Objectives:-Credits - 04

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 practioner of Educational technology and e-learning.

UNIT – 1: Meaning & Scope of Educational Technology 15 Hours

- 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 and Multimedia in Education.

15 Hours

- Communication – Meaning, Elements, contexts and Models of Communication, necessities for better Communication.

- 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 - 3 Educational software applications 15 Hours

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

UNIT -4: Distance Education 15 Hours

- Definition, characteristics, Methods and Techniques, Barriers, Modes of distance education
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology : Concept, Definition & Uses

Class Test

10 Marks

Assignments (Any one) 10 Marks

- Students should develop at least 20 frames on any topic related to above topics.
- Create digital content through animated video/ video lecture on any topic related to syllabus .

References:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
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

SEMESTER - V
B.Ed.-M.Ed-34

Marks : 50

Value added Course 25 marks

- Value Education and Human Rights
(A review of implementation and evaluation of different schemes for human rights and values.)
(Organize and activity and write a report to develop moral values)

Skilled based course 25 marks

- Deliver 5 innovative lesson based on ICT in B.Ed. classes.

SEMESTER - V

B.Ed.M.Ed.-35

Dissertation Work:-

100 Marks

A. Dissertation (2 Credits)

- (i) Data Collection
- (ii) Introduction of Excel/SPSS for Data Analysis and Presentation by students of statistical techniques used in data analysis using Excel/ SPSS
- (iii) Knowledge of Plagiarism

B. Academic Writing (2 Credits)

- (i) Abstract writing of two research papers of dissertation work.
- (ii) Library based Self directed study notes (any two topics)

SEMESTER - V

B.Ed.M.Ed.-36

50 Marks

- 1. Observation of one Educational Training institute and its Report writing**

2. Book Review

3. Content Test

SEMESTER - VI
OPTIONAL Special COURSES- (ANY ONE)
B.Ed.M.Ed.-37

PEACE EDUCATION

OBJECTIVES:-

MARKS-50

Credits - 02

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 : Introduction of Peace Education 10 Hours

- 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 II - Bases of Peace Education 10 Hours

- 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 III - Effective Teaching and Transacting Peace Education & Role of Social Agencies:10 Hours

- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- 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.

Class Test

10 Marks

Assignments (Any one) 05 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 :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
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
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd

5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2 7. [Wtp://www.un.org/cyberschoolbus/peace/content.htm](http://www.un.org/cyberschoolbus/peace/content.htm).

B.Ed.M.Ed.-37
(ii) PHYSICAL EDUCATION AND YOGA

OBJECTIVES:- MARKS-50

Credits - 02

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

10 Hours

- 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

10 Hours

- Need & importance of physical education in different levels of school (sec. and sr. sec. level)
- 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

10 Hours

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

Class Test

10 Marks

Assignments (Any one)

05 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:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- 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.

B.Ed.M.Ed.-37
(iii)GUIDANCE AND COUNSELING

100 Marks

Objectives :-

Credits :04

After completing the course the students will be -

- 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 15 Hours

- 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 15 Hours

- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

Unit-3 Guidance & Counselling and Techniques

15 Hours

- Research, Issues, Trends (with reference to present scenario)
- 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 15 Hours

- Aims and types of placement
- Responsibility of the school and Community about the placement services
- Importance and purposes of follow up services
- Role of follow up

Class Test

10 Marks

Assignments (Any one)

10 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. Anatsi Anne : Psychological testing, New York, Mac Millan 1982
3. Mennet 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.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
9. Koceher 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.

B.Ed.M.Ed.-37
(iv)HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:-

MARKS-50
Credits :02

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.
- 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 AND PROGRAMME

10 Hours

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet
- School health programme
- Role of teacher in development of health
- Health Hygienic Education

Unit 2. PHYSICAL EDUCATION

10 Hours

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

Unit 3. PHYSICAL FITNESS

10 Hours

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.
- Need & Importance of physical activities at school level (SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

Class Test**10 Marks****Assignments (Any one)****05 Marks**

- Activities for development of physical fitness
- Project on health/sports.
- 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 Gide 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.
- Bauer, W., Today's Health Guide, American Medical Association, 1965.
- Joint Committee of Central and Scotthish Health Service Councils, "Health Education" Her Majesty'sSatationary Office, London, 1964.
- Ministry of Education Govt. of India, "Anational 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, Talaharssee, Florida, 1948 7.
- Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.

B.Ed.M.Ed.-37**(v)ENVIRONMENTAL EDUCATION****OBJECTIVES:-MARKS-50**

Credits :02

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.

COURSE

UNIT – I: ENVIRONMENTAL EDUCATION & ECOLOGY

- Introduction to Environment and Ecology: Concept of Environment
- Environmental Education: Meaning, Objectives, its need & importance
- Principles of Environmental Education.
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

UNIT –II :Health, Safety & Pollution Control

- Concept of health, safety and environment
- Diseases through pollution.
- Management to control diseases.
- Environmental Health & Human Society.
- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution - Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

UNIT –III : NATURAL RESOURCES MANAGEMENT

- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

Class Test

10 Marks

Assignments (Any one)

05 Marks

- Plant one tree and write a report on environmental awareness
- Organize rally on world environment day and write the report
- 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.

Specialization on course (any one)

B.Ed.M.Ed. 38

a. Pedagogy of Science Education (II)

Objectives:-

MARKS : 100

Credits - 04

On completion of this course, the students will be able to:

- To understand the difference and complementarily 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

15 Hours

- Complementarities between science and technology
- Science and Mathematics and their complementarities,
- Common misconceptions of pupils about the nature of science
- Characteristics of different disciplines of science, their interrelationship and integration.

- Innovations and Creativity in Science.

Unit II –Taxonomy in Science Education 15 Hours

- 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 &Contemporary Issues to Teaching-Learning of Science- 15 Hours

- 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.
- researches in science education,
- Contribution of Indian scientists, Scientific and technological literacy.

Unit IV- Planning and assessment

15 Hours

- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments,
- Assessment of laboratory skills.
- Effect of project work in pedagogy of science.

Class Test

10 Marks

Assignments (Any one)

05 Marks

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

REFERENCES:

- Bhatnagat S.S. (2003). Teaching of science. Meerut: Surya publications.
- Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
- Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Buckingham: Open University Press.
- Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press. 39
- Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley-Blackwell).
- Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
- Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

(b) Pedagogy of Mathematics Education II

Objectives:-

MARKS : 100

Credits - 04

- 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

Unit I- Nature, Development and Significance of Mathematics 15 Hours

- 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

15 Hours

- 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 & Content Structure of mathematics 15 Hours

- At preprimary, primary, upper primary,secondary & higher secondary.
- 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

Unit IV- Evaluation in Mathematics-2

15 Hours

- 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.

Class Test

10 Marks

Assignments

10 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 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., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
7. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
8. Grouws, D.A. (ED) (1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
9. Heimer, R.T. & Trueblood, C.R. (1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
10. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Routledge Falmer Series.
11. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
12. Lieback, P (1984): How children learn mathematics. Penguin Books.
13. Malove, J. & Taylor, P. (1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
14. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
15. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.
16. Marilyn, N. (2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
17. NCERT (2005): National curriculum framework, New Delhi.

Objectives :-**MARKS : 100****Credits - 04**

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**15 Hours**

- 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.
- Innovative techniques for teaching grammar, reading comprehension and written expression.

Unit II- Discourse Analysis:**15 Hours**

- 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**15 Hours**

- Need, techniques, viz.
- differential assignments,
- classroom tasks,
- personalized system of instruction

Unit IV- Teaching Learning &Contextual Problem in Languages 15 Hours

At referent stage of school education-

- Primary,upper primary
- secondary, and higher secondary.
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language
- School language-problem of tribal dialects.

Class Test

10 Marks

Assignments (Any one) 10 Marks

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

REFERENCES;-

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
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3. Britton, J. (1973). Language and Learning. England: Penguin Books.
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5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
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.

12. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.

13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.

14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

(d)Pedagogy of Social Science Education II

Objectives :-

MARKS : 100

Credits - 04

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

15 Hours

- 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

15 Hours

- 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;

Unit III – Approaches to Pedagogy of Social Science

15 Hours

- 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 and Evolution of Social Science.

15 Hours

- 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.
- 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 ,

Class Test

10 Marks

Assignments (Any one) 10 Marks

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

REFERENCES:-

1. NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.

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.
4. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
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.

Specialization on course (any one)

B.Ed.M.Ed. 39

(i) Guidance and Counseling – II

Marks-100

Objectives :-

Credits :04

After completing the course the students will be -

- 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 15 Hours

- 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 15 Hours

- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

Unit-3 Guidance & Counselling and Techniques

15 Hours

- Research, Issues, Trends (with reference to present scenario)
- 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 15 Hours

- Aims and types of placement
- Responsibility of the school and Community about the placement services
- Importance and purposes of follow up services
- Role of follow up

Class Test

10 Marks

Assignments (Any one)

10 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. Mennet 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.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
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.

B.Ed. M.Ed. - 39

(ii) Curriculum, Pedagogy and Assessment

Marks : 100

Objectives: Credits : 04

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 Development15 Hours

- Factors influencing to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

UNIT-2 : Teaching Learning Process15 Hours

- Learning aspects : Behaviorism, Cognitivism , Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research

UNIT-3 Practices in Education& Multisensory approaches 15 Hours

- Micro – Teaching : skill of Introduction, Questioning, explanation, stimulus variation and reinforcement.
- Analysis Teaching Behaviour (FIACS)
- Programme Learning and teaching Machine.
- Multisensory approaches : Audio – Visual aids (Edger Dale’s cone of experience)
- Teacher in digital era (Visual Teacher)

UNIT-4New trends in Evaluation15 Hours

- 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)

Class Test

10 Marks

Assignments (Any one) 10 Marks

(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.
4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
5. Knirk, R.G. And Childs John W. General Method of Effective Teaching: Practical Approach, New York, 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.
10. Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers.

B.Ed. M.Ed. - 39

(iii) Education Policy, Economics and Planning – I

Objectives :

MARKS-100

Credits : 04

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: 15 Hours

- 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:-15 Hours

- 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 -1 & 2 15 Hours

- Traditional and Modern view of School
- 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.
- 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 – IV School Administration: 15 Hours

- 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

Class Test

10 Marks

Assignments (Any one)

10 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.

B.Ed. M.Ed. - 39

iv - Educational Management, Administration and Leadership-II

OBJECTIVES:

MARKS : 100

Credits : 04

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:-15 Hours

- 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:-15 Hours

- State level administration: - Need importance and limitations
Recommendations of committees on role of state and local bodies.
- Local bodies:- Distract 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 & Issues of Educational Administration 15 Hours

(A) Totalitarian Educational Administration

- Merits & Demerits of Totalitarian Education

(B) Democratic Educational Administration

- Factors Determining the Character of Administration, Personal Factors, 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.
- 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

UNIT – IV Need for school administration, 15 Hours

- 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.

Class Test**10 Marks****Assignments (Any one) 10 Marks**

- 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.
- 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.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.

SEMESTER - VI**B.Ed. M.Ed. - 39****V- EDUCATIONAL TECHNOLOGY - II****OBJECTIVES:****MARKS-100****Credits - 04****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 15 Hours

- 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
- Task analysis
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

UNIT II: Programme Learning Materials 15 Hours

- 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&Models of Teaching 15 Hours

- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.
- Definition, classification and elements, ITM/CAM as an example.
- Assessments, feedback and e-moderation
- Pedagogical designs & e-learning

UNIT IV – E-learning15 Hours

- E-learning definitions, scope, trends, attributes & opportunities
- 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
- Multimedia Approach and Instructional Strategy: meaning and designing,

Class Test

10 Marks

Assignments (Any one)

05 Marks

- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

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. 1996.

SEMESTER - VI

B.Ed. M.Ed. – 40

HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

Objectives:-

Credits - 04

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: HistoricalAspects

15 HOURS

- 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

15 HOURS

- A.Educational Contribution of prominent thinkers in brief: M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and JyotibhaPhoole.
- 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

15 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

15 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.
- 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.
- D. Introduction: MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.
Function of Central Agencies.

Class Test

10 Marks

Assignments (Any one) 10 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. Twoabstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.

5. Contribution of any two in quality enhancement MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC

References:

1. अरोड़ारीता .(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.
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 एवंसमाजशास्त्रीय सिद्धांत, आर. लालबुकडिपो।
22. Sharma A.P. (1999) : An Approach to Philosophy of Education. New Delhi, The Indian Publication.
23. शर्माआर. ए. (2014) : शिक्षा के दार्शनिक एवंसामाजिक एवंमूलआधार, आर. लालबुकडिपो।
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. शुक्लासी.एस. : भारत में शिक्षा प्रणाली का विकास, इण्टरनेशनलपब्लिशिंगहाउस, मेरठ।

SEMESTER - VI
B.Ed. M.Ed. – 41

100 Marks

Dissertation (80 Marks)

- Dissertation writing
- Dissertation (Pre-submission Presentation)

Final Presentation and Viva-Voce(20 marks)

SEMESTER - VI
B.Ed. M.Ed. – 42

50 Marks

Value Added Course (Any one)(25 Marks)
Life Long Education-II

(poster preparation and exhibition of any of the following- open learning, part time course, web based education)

Value Education and Human Rights and duties-II

(A review of implementation and evaluation of different schemes for human rights and values.)

(Organize and activity and write a report to develop moral values)

Skilled Based Course (25 Marks)

PPT presentation, poster & chart)

Yoga & Meditation

(Project on Learning and performing of basic yogic activities)

SEMESTER - VI

B.Ed. M.Ed. – 42

50 Marks

Anandam Social Work