UNIVERSITY OF RAJASTHAN

JAIPUR

FACULTY OF EDUCATION

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

B.Ed.-Two Year (Sem – I, II, III, and IV)

2025-27

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan University headquarters Jaipur only and not any other place.

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0.325 B: Year End Credit Requirement-

A candidate must clear at least 50% of total credits in the first-year (Semester I and II combined) to be promoted to the second year (Semester III). If this criterion is not met, all first-year credits must be cleared as a regular student to move forward.

Clearance of Odd and Even Semester Credits:

If a candidate fails to clear all credits in an odd semester (Semester I or III) but clears all credits in the corresponding even semester (Semester II or IV), they must clear the remaining credits as a regular student in the following odd semester. The same rule applies if a candidate clears all credits in an odd semester but fails in the following even semester; they must clear these remaining credits as a regular student in the following even semester.

Combined Credit Clearance for Promotion:

Candidates failing to clear 50% of the combined credits for Semesters I and II may not be promoted to Semester III.

Clearing Backlogs in Subsequent Semesters:

If promoted to Semester III with remaining credits from Semester I and/or II, the candidate shall be BACK PROMOTED and He/She shall:

I. Clear remaining Semester I credits in Semester III.
II. Clear remaining Semester II credits in Semester IV.

Maximum Attempts:

Candidates will be provided a maximum of three attempts to clear each paper:

i. Odd semester papers must be cleared by the end of Semester III or in next odd semester if necessary.
ii. Even semester papers must be cleared by the end of Semester IV or in next even semester if necessary.

Flexibility for Reappearances:

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Candidates are given flexibility for reappearing in remaining credits of specific semesters in subsequent semesters, allowing them to complete the B.Ed. program within a maximum of three years.

Attandence Requirements:

If a candidate is not eligible to sit for an examination due to insufficient attendance, they will not be permitted to appear for the next semester's examinations.

O.326: Provision for Aggregate Marks and Reappearance:

Reappearance for Theory Papers:

Candidates who fail in not more than than 50% theory papers but secure at least 40% aggregate marks across the remaining theory papers may reappear for the failed paper in the next corresponding semester (Odd or Even).

Reappearance for Practice of Teaching Examination:

Candidates who fail or are absent in the Practice of Teaching Examination but achieve at least 40% aggregate marks across theory papers in Semester I may reappear for the Practice of Teaching Examination in Semester III.

Similarly, candidates who fail or are absent in the Practice of Teaching Examination but secure at least 40% aggregate marks across theory papers in Semester III may reappear for the Practice of Teaching Examination in next odd semester alongwith the Practive of Teaching Examinations of next odd semester.

Regulation 42:-

Scheme of B.Ed. Two-Year (Four Semester) Examination (as per NEP-2020 Norms)

The B.Ed. Two-year (Four Semester) program comprises the following components across four semesters:

Semester I: Core Course, Internship (4 weeks), Skill Enhancement Course, and Value Added Course.

Semester II: Core Course, Skill Enhancement Course, and Value Added Course.

Semester III: Core Course, Internship (16 weeks).

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Semester IV: Core Course, Skill Enhancement Course, and Value Added Course.

Semester-wise Breakdown of Papers and Marks Distribution:

Semester I

1. Theory Papers-

Paper BED 01, BED 02, BED 04, BED 05 (A/B):

Duration: 3 hours

Marks: 100 each (80 marks for theory, 10 marks for assignments, 10 marks for tests).

Paper BED 03:

Duration: 2 hours

Marks: 50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

2. Practicum-

Paper BED 06A (SEC):

Marks:100 (25 marks each for Micro Teaching, Simulation, Teaching Method-based Lessons, Observation).

Paper BED 07 A (Internship):

Marks: 125 for Internship

Paper BED 08 A: Practice of Teaching

Marks: Practice of Teaching (Internal) (Criticism Lesson): 50

Practice of Teaching (External) (Final Lesson): 50

Semester II

1. Theory Papers (CC)

Paper BED 05 (A/B), BED13, BED 15:

Duration: 3 hours

Marks: 100 each (80 marks for theory, 10 marks for assignments, 10 marks for tests).

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Paper BED 10, BED11, BED 12, BED 14:

Duration: 2 hours

Marks: 50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

1. **Theory Papers (SEC)**

   Paper BED 09:

   Duration:2 hours

   Marks:50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

2. **Practicum:**

   Paper BED 06B (SEC):

   Marks: 100 (25 marks each for micro teaching, simulation, teaching method-based lessons, and observation)

Semester III

1. Practicum

Paper BED 07 B (Internship):

Marks: 500 (125 marks for daily lesson plan, and 50 marks each for use of local resources in teaching and learning, development of Teaching-Learning Materials (TLM) including 2 audio-visual aids. 25 marks each for action research/case study, reflective diary, and house hold survey. 200 marks for block teaching, school register and record maintenance)

Paper BED 08 B Practice of Teaching (Exrernal):

Marks: Internal (Criticism Lesson): 50

External (Final Lesson): 50

Semester IV

1. Theory Papers (CC/CE)

Paper BED 16, BED 17, BED 18, BED 20:

Duration:3 hours

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Marks:100 each (80 marks for theory, 10 marks for assignments, and 10 marks for tests).

Theory Papers (SEC)

Paper BED 19:

Duration:2hours

Marks:50

Practicum

Paper BED 19:

Duration: 2 hours

Marks:50 (20 Marks for Written Exam before Practicum, 20 Marks for PRacticum, and 10 Marks for Viva Voce).

2. Special Practicum (Paper BED 21)

Marks: 100

Activities: SUPW/Open Air Session, Seminar, Workshop, Article Publication, Symposium (any four - 25 marks each). This paper will be entirely internally assessed, with a minimum of 40% passing marks.

Note: Institutions must allocate a minimum of three days for the activities.

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Scheme of B.Ed Two Years (Four Semesters)

PROGRMME OUTLINES

I Semester

Course code	**Course Title**	**Course category**	**Credit**	**Credit Hours per week**		**Marks Distribution**		**Award of Marks**		
				L	P	L	P	EA	CA	**Total**
BED 01	Child development and Growing Up	CC	4	4	0	100	0	80	20	100
BED 02	Contemporary India And education	CC	4	4	0	100	0	80	20	100
BED 03	Language and Curriculum	CC	2	2	0	50	0	40	10	50
BED 04	Indian knowledge and traditional system	VAC	4	4	0	100	0	80	20	100
BED 05 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce	CE	4	4	0	100	0	80	20	100

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
	practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing And painting									
BED 06 A	**SEC** - Micro Teaching - Simulation - Methods Based Lessson Plans (5) - Observation	SEC	(04) 1 1 1 1	(00) 0 0 0 0	(8) 2 2 2 2	(00) 0 0 0 0	(100) 25 25 25 25	(00) 0 0 0 0	(100) 25 25 25 25	100
BED 07 A	**Internship- (In School- 4 Weeks)**	Internship	5	0	10	00	125	0	125	125

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
Bed 08 A	Practice of Teaching	CC	4	0	0	00	100*	50 (Final Lesson)	50 (Criticism Lesson)	100
			31	18	18	450	325	410	365	775

*Based on EoSE Evaluation BED 05A, BED 06A, and BED 07A

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II Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
BED 05 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing And	CE	4	4	0	100	0	80	20	100

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
	painting									
BED 06B	**SEC** - Micro Teaching - Simulation - Methods Based Lessson Plans (5) - Observation	SEC	(04) 1 1 1 1	(00) 0 0 0 0	(8) 2 2 2 2	(00) 0 0 0 0	(100) 25 25 25 25	(00) 0 0 0 0	(100) 25 25 25 25	100
BED 09	Drama and arts in Education	SEC	2	2	0	50	0	40	10	**50**
BED 10	Understanding Desciplines and Subjects	CC	2	2	0	50	0	40	10	**50**
BED 11	Reading and Reflecting on Texts	CC	2	2	0	50	0	40	10	**50**
BED 12	Gender school and society	CC	2	2	0	50	0	40	10	50
BED 13	Knowledge and Curriculum	CC	4	4	0	100	0	80	20	**100**
BED	Environment Ethics and	VAC	2	2	0	50	0	40	10	**50**

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
14	values of quality life									
BED 15	Elective Course (choice any one) I. Guidance and counseling II. Peace Education	CC	4	4	0	100	0	80	20	**100**
			26	22	08	550	100	440	210	**650**

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III Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
BED 07B	**Internship (In Schools- 16 weeks)–**	Internship								500
	(a) DLP		5	0	10	0	125	0	125	
	(b) Use of Local Resource in Teaching and Learning		2	0	4	0	50	0	50	
	(c) Development of TLM		2	0	4	0	50	00	50	
	(5 TLM including at least 2 Audio visual Aids)									
	(d)Action Research/ Case study		1	0	2	0	25	00	25	
	(e) Reflective dairy		1	0	2	0	25	00	25	
	(f) Block Teaching		8	0	16	0	200	00	200	
	school Register and Record Maintain									
	(g)Household survey		1	0	2	0	25	00	25	
Bed 08B	Practice of Teaching	CC	4	0	0	0	100*	50 (Final	50	100

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
								Lession	Criticism	
			24	0	40	0	600	50	550	600

*Based on EoSE Evaluation BED 05B, BED 06B, and BED 07B

IV Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
BED 16	Learning and Teaching	CC	4	4	0	100	0	80	20	100
BED 17	Assessment for learning	CC	4	4	0	100	0	80	20	100
BED 18	Creating and inclusive school	CC	4	4	0	100	0	80	20	100
BED 19	Critical Understanding of ICT	SEC	4	2	4	50	50	Th-50 Pr-50	00	100
BED 20	(Any one)	CE	4	4	0	100	0	80	20	100

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
	1. Physical Education and Yoga 2. Health and Physical Education									
BED 21	SUPW/Open air Camp- 1. Community Service 2. Survey (Based on Social and Educational Events) 3. Co-Curricular Activities 4. Health and Social Awareness Programme (Disaster Management and Cleanliness) 5. Studies (Work Experience related with theory course and Litrerary Ativities such as	VAC	4	0	8	0	100	0	100	100

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Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	**Total**
	Seminars, Workshops, Symposiums Etc.)									
			24	18	12	450	150	420	180	600

* [B.Ed. - 19] 10 Marks for Project Work, 10 Marks for Written Exam before Praticum .20 Marks for Praticum, and 10 Marks for Viva voce.

ACRONYMS

*CC- Core Courseion

*CE -Core Elective

*EoSE - End of Semester Exam

*SEC - Skill Enhancemnt Course

*VAC- Value Added Course

CGPA-

"Grade Letter" is an index to indicate the performance of student in a particular course It is arrived at by transformation of actual marks secured by a student in a said course, Grade letters are O, A+, A, B+, B, C,P,F,AB

"Grade Point" is the weightage allotted to each grade letter depending on the range of marks awarde

"Credit Points" refers to the product of Number credit assigned to the course and the grade point secured for the same course

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"Semester Grade Point Average (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "Total credit point earned by students in all courses at the semester and the "Total number of credit assigned to the course in the semester

"Comulative Grade Point Average" (CGPA) refers the cumulative grade point average of SGPA and is computed based on the following formula

Credit Weightage

The B.Ed. programme has 82 credits in total. The distribution of credits or weightage credits may be as follows.

Distribution of Credit for semester is as Follows:				
Semester	I	II	III	IV
Credits	31 18- CC/CE 5- Internship 4- SEC 4- VAC	26 18- CC/CE 6- SEC 2-VAC	24 4-CC/CE 20- Internship	24 16 - CC/CE 4- SEC 4- VAC

Credit and Teaching Hours-

1 Credit = 1 hour of Teaching per week

1 Credit = 2 hour of Practicum / Fieldwork

4 Credit Course needs fours hour Student-teacher contact in a week.

Units and Course :A theory course shall have four units.

Credits and Marks-

1 Credit = 25 marks

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Grading

Letter Grade	Grade Point	Marks Range (%)
"O" Outstanding	10	91-100
"A+" Excellent	9	80-90
"A" Very Good	8	71-80
"B+" Good	7	61-70
"B" Above Average	6	51-60%
"C"Average	5	41-50
"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	

Computation of SGPA and CGPA: Semester Grade Point Average *SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ration of the sum of the product of the number of credit with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits in all the course undergoing by the students, i.e.

$$\textbf{SGPA}\ (S_i) = \Sigma\ (C_i \times G_i) / \Sigma C_i$$

Where C_i is the number of credits of the ith course and G_i is the grade points scored by the students in the ith course.

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner, taking into account all the course undergoing by a student over all the semesters of the programe, i.e.

$$\textbf{CGPA} = \Sigma(C_i \times S_i) / \Sigma C_i$$

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Where S_i is the SGPA of the ith semester and C_i is the total number of credits in the semester

Question Papers

1. Each question paper of 80 marks will have two sections. Section - A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 5 marks. Section-B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 40 marks will have two sections. Section A will contain 15 short answer type questions, out of which the candidate will be required to attempt 10questionseach carrying 2 marks. Section-B will contain 2 essay type questions with an internal choice for each question. Essay type questions will carry 10 marks.
3. The syllabus of content part in papers 05 A/Bshall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus ie the question set on this part will be based on application of pedagogy
5. BED 19 Paper of 50 marks will have two sections. Section A consists of 50 MCQs and Section B consists of 8 questions. In Section A, all questions are compulsory carrying 0.5 marks each and in Section B candidate shall have to attempt any 5 questions carrying 5 marks each.

INTERNAL ASSESSMENT SCHEME

1. 20 marks for each paper of 100 marks (10 marks for assignment + 10 marks for test)
2. 10 marks for each paper of 50 marks (5 marks for assignment + 5 marks for test)
3. Micro Teaching 5 skill (Each skill of 5 marks) - 25 Marks per concerning semester.
4. Simulation- 25 marks per concerning semester
5. Teaching Methods 5 methods (Each method of 5 marks) - 25 Marks per concerning semesterconcerning semester

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6. Internship in Teaching Subject (minimum 10 DLPs must be suprvised Supervised). 125 marks per year
7. Practice of Teaching Internal Exam (Criticism Lesson Plan) (1 Lesson) - 50 marks per year
8. Use of local Resources in Teaching learning- 50 marks in III Semester
9. Development of TLM - 50 marks in III Semester
10. Action Research/ case study- 25 marks in III Semester
11. Reflective diary - 25 marks in III Semester
12. Block Teaching School register and record maintain- 200 marks in III Semester
13. Household survey - 25 marks in III Semester

EXTERNAL ASSESSMENT SCHEME

- 80 marks for each paper of 100 marks
- 40 marks for each paper of 50 marks
- Practice Teaching-50 marks per year

BED 19- 100 marks (50 Marks Theory, 50 Marks Practical)- Semester IV

- In BED-19 The External Examinar for the Practicum shall be appointed by the university, and he/she shall make a set of papers of 20 marks for two batches, the first hour of each batch of students will be given to the candidates to write answers to the question paper. The next hours will be for praticum based on the written paper that the candidates were given in the first houe. The next two be for Viva-Voce. hence, there shall be at least 4 hours for practicum for batch of BED 20.
- There should not be than 50 candidates in batch. And, there should not be more than 2 batches for every 100 candidates.

V. Organizing evaluation of practice teaching:

1. The internal assessment in practice of teaching (Criticism) 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.
2. At B.EdSem- I, each candidate should be prepared to teach one lessons at the final practice examination. At the B.EdSem- III exam candidate should be prepared to teach two lessons (one in each teaching subject).
3. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson in each semester (I and III)and a minimum of 15% in two lessons in Semester-III (one in each of the two subjects)
4. The board of Examination will consist of:

(a) The principal of the college concerned

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(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,

8. The Practice of Teaching Examination shall be conducted in two continuous working days. Approximately 50 lessons will be examined by the board each day.

9. A Geo tag photograph of conducting External practicals shall be uploaded on the University portal at the time of uploading the marks online on the university portal.

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COURSE OF STUDY

BED 01: Child Developmentand Growing Up

100 Marks

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.

3Analyze 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

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- Physical and Socio-Emotional Development during early and later stages of childhood.

Unit III: Educational Implications of Learning Theories

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

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

Internal Test: 10 Marks

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

- Comparative analysis of developmental patterns in children of different socioeconomic backgrounds.
- Collection and analysis of gender-based statistics on child development indicators.
- 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.

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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 inSociety: 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.

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B.Ed. 02: Contemporary India and Education

100 Marks

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

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- **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

- **Innovative Educational Practices:** Concept, need for innovation; addressing societal and technological changes; barriers to educational innovation.
- **Role of Technology:** Digital classrooms, e-learning platforms, ICT in education, the use of AI, and implications of NEP 2020 for technology-driven education.
- **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 Test: 10 Marks

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

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- Organize a group debate on a key contemporary educational issue and submit a report.
- Critical analysis of the recommendations of any education commission or committee.
- 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.

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BED 03: Language Across the Curriculum

50 Marks

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

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- **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: 5 Marks

Assignments/Projects: (Choose any one) - 5 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.

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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.

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BED 04: Indian Knowledge and Traditional Systems

100 Marks

Objectives

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

1. Understand the essence and scope of Indian knowledge systems and their historical and philosophical foundations.

2. Appreciate the contributions of traditional knowledge systems in various fields, including science, mathematics, medicine, and arts.

3. Analyze the relevance and application of traditional Indian knowledge in contemporary education.

4. Promote awareness of India's cultural heritage, environmental knowledge, and sustainable practices rooted in traditional systems.

Course Content

Unit I: Foundations of Indian Knowledge Systems

- **Introduction to Indian Knowledge Systems (IKS):** Definition, meaning, and historical evolution; difference between Indian and Western knowledge paradigms.
- **Philosophical Foundations:** Overview of Vedic, Upanishadic, Buddhist, and Jain philosophies; significance of knowledge in Indian traditions.
- **Indian Epistemology and Worldview**: Sources of knowledge (pramanas), concepts of truth, reality, and consciousness; impact on Indian ways of thinking and learning.

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Unit II: Traditional Sciences and Mathematics

- **Indian Contributions to Science:** Ancient advancements in astronomy (Aryabhata, Varahamihira) and metallurgy; contributions to physics and chemistry.
- **Indian Mathematics:** Development of zero, decimal system, and algebra; contributions of mathematicians like Brahmagupta, Bhaskaracharya.
- **Medicine and Health Systems:** Ayurveda, Yoga, and Naturopathy as holistic health systems; principles of wellness and their modern-day relevance.

Unit III: Knowledge in Arts, Architecture, and Literature

- **Indian Art and Aesthetics:** Traditional visual arts (painting, sculpture, crafts), performing arts (music, dance), and the concept of Rasa.
- **Traditional Architecture**: Temple architecture, urban planning in Indus Valley Civilization, principles of Vaastu Shastra.
- **Indian Classical Literature:** Key texts in Sanskrit, Prakrit, and regional languages; contributions of epics like the Mahabharata and Ramayana, Kalidasa's works, and Sangam literature.

Unit IV: Environmental Knowledge and Sustainability Practices

- **Environmental Ethics in Indian Tradition:** Philosophies of ecological balance in Vedic texts, the concept of Prakriti and Panchabhutas (five elements).
- **Traditional Agriculture and Water Management:** Indigenous knowledge in agriculture (crop diversity, organic practices), rainwater harvesting, sustainable water management.
- **Contemporary Relevance:** Application of traditional environmental knowledge in addressing modern ecological challenges; promoting sustainable practices based on traditional systems.

Class Test: 10 Marks

Assignments/Projects: 10 Marks (Choose any one)

1. Comparative study of Indian and Western knowledge systems.
2. Field visit report on traditional water management techniques in a local area.
3. Reflective essay on the application of Ayurvedic principles in modern health and wellness.

Suggested Readings

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1. Chattopadhyaya, D. P. (2000). History of Science, Philosophy and Culture in Indian Civilization. New Delhi: Pearson.
2. Kapoor, N. (2006). Indian Philosophy and Environmental Conservation. Jaipur: Rawat Publications.
3. Kumar, R. (2002). Science and Technology in Ancient India. Delhi: Satguru.
4. Mukherjee, S. (2003). The Foundations of Indian Knowledge. Varanasi: Bharatiya Vidya Prakashan.
5. Rao, S. (2001). Ayurvedic Medicine in Ancient India. New Delhi: National Book Trust.

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BED 05 (A/B)- I :हिन्दी शिक्षण

100अंक

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, पाठयक्रम 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 दृश्य–श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
14. हिन्दी शिक्षण में मूल्यांकन के महत्व, श्रुतिलेख द्वारा भाषा – शोधन करवाना।
15. निदानात्मक एवं उपचारात्मक परीक्षण का उसके स्वरूप, एवं महत्व का विशेलषण तथा भाषा शिक्षण में उसकी उपयोगिता का ज्ञान कराना।

इकाई – प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्णमाला में वर्ण विचार, शब्द विचार, तथा वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –

(क) श्रवण, (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन

(ड) भाषा की अभिव्यक्ति के माध्यम (मौखिक व लिखित)

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- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (पत्र लेखन, व्यावसायिक, निजी, एवं कार्यालीय पत्र, ज्ञापन, विज्ञापन, अधिसूचना आदि में प्रयुक्त हिन्दी का भाषायी ज्ञान)।

मातृभाषा/राष्ट्रभाषा के रूप में हिंन्दी शिक्षण की स्थिति।

इकाई –द्वितीय

- शिक्षण के प्रकार– गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 'योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम– लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम– प्रिंट मीडिया समाचार पत्र–पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई–कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई–युनिवर्सिटी, भाषा–प्रयोगशाला

इकाई (तृतीय)

(1) हिन्दी शिक्षण एवं भाषा ज्ञान

- वर्तमान में प्रचलित–प्रायोजना विधि (किलपैटिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप– हिन्दी की बोलियॉ एवं उपबोलियों, का भाषायी अध्ययन।
- शब्द संरचना– संधि, समास, प्रत्यय, उपसर्ग

(2) पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या पाठयक्रम तथा पाठ्य पुस्तकों का सम्बन्ध

(ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण अर्थ, स्वरूप महत्व एवं उपयोग।

(स) प्राथमिक/ माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठयक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई (चतुर्थ)

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- हिन्दी शिक्षण में मूल्यांकन

(अ) भाषा विकास की प्रगति का मूल्यांकन–सतत और समग्र मूल्यांकन आपसी मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियो।

(ब) प्रश्नों का स्वरूप समस्या समाधान सम्बन्धी प्रश्न, सृजनात्मक प्रश्न, समालोचनात्मक प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न. परिवेशीय सजगता वाले प्रश्न, टास्क (प्रश्न खुले प्रश्न, बहुविकल्प प्रश्न)

(स) फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न पत्र निर्माण एवं नीलपत्र

आंतरिक मूल्यकन

1. लिखित परीक्षा 10

सामयिक कार्य निम्न में से कोई एक 10

- छात्रों द्वारा पत्र लेखन के विविध प्रकारों का लिखित अभ्यास करना।
- अपने आस– पास के पॉच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की स्थिति है।
- छात्रो को भाषा सीखने सबंधी 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 मे असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियों तैयार करें।
- हिन्दी की विधाओ पर स्क्रेब पुस्तिका तैयार करें।
- रचनाात्मक रूप से प्रतिभा सम्पन्न वालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।

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- आस –पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र– पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तको का अध्ययन विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची –

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुतिकान्त (2010) हिन्दी शिक्षण–अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त" विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ–1

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BED 05 (A/B)-II: संस्कृतस्यशिक्षाशास्त्रम्

अंक:-100

सिद्धान्त उद्देश्य:

पाठ्यक्रमं सम्पन्नं कृत्वा छात्राः :

1. संस्कृतं शास्त्रीयभाषा, तस्य महत्त्वं, रूपं, व्याप्तिम् इति अवगन्तुम्।

2. स्पष्टं शिक्षणलक्ष्यं, निर्धारयतिं पुष्पस्य वर्गीकरणं, संस्कृतस्य प्रयोगः, शिक्षणलक्ष्यं, व्यक्तलक्ष्यम्।

3. संस्कृत, हिन्दी-दर्शन-इतिहास-साहित्य-आदिविषयाणां परस्परसम्बन्धान् ज्ञातव्यम्।

4. समकालीनशिक्षायां संस्कृतस्य सांस्कृतिकदार्शनिकसान्दर्भिकतां अवगन्तुम्।

5. संस्कृतपाठ्यक्रमविकाससिद्धान्तान् उद्देश्यान् च अवगन्तुम्

6. NEP-2020 मार्गदर्शिकानुसारं दक्षता-आधारित पाठ्यक्रम-विकासस्य अनुप्रयोगं अवगन्तुं।

7. विविधशिक्षकाणां कृते सन्दर्भाधारितं समावेशी संस्कृतपाठ्यक्रमस्य परिकल्पनं शिक्षन्तु।

8. फ्लैशकार्ड्, चार्ट्स्, भाषाप्रयोगशाला, श्रव्य-दृश्य-उपकरणम्, सूचना-प्रौद्योगिकी-उपकरणम् इत्यादीन् विकसितुं संस्कृत-शिक्षण-साधन-विकासः : मूल्याङ्कनम्।

9. संस्कृतभाषासु प्रभावी एकक-पाठ-नियोजनसिद्धान्तान्, तकनीकान् च शिक्षन्तु।

10. संस्कृतशिक्षणार्थं प्रत्यक्षनिर्देशः, कथाकथनम्, जपः (श्लोकपाठः), भाषाक्रीडा इत्यादयः विविधाः शिक्षणविधयः ज्ञातव्याः।

11. जिज्ञासा-आधारित-शिक्षणम्, सहकारी-शिक्षणम्, भूमिका-निर्वाहम् इत्यादीनां अन्तरक्रियाशील-विधिनाम् उपयोगं कर्तुं शिक्षन्तु।

12. भाषाशिक्षणविशिष्टमूल्यांकन-तकनीकाः, परिकल्पना, प्रयोगः, स्वरूपात्मकः, समाहारात्मकः मूल्याङ्कनः, मौखिकपरीक्षा, लिखितपरीक्षा इत्यादयः अवगन्तु।

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13. संस्कृतं ज्ञात्वा अवगन्तु-शिक्षण-उद्देश्यम् : सह संगतानी रुब्रिकाः, खाका-चित्रम् इत्यादयः मूल्याङ्कनम्-उपकरणानं निर्मणाम्।

पाठ्यक्रमसामग्री

(i) प्रथमःइकाईःसंस्कृतशिक्षायाःआधाराः

- संस्कृतस्यपरिभाषा, अर्थः, ऐतिहासिकंमहत्त्वंच।
- संस्कृतशिक्षणस्यउद्देश्यंउद्देश्यंच।
- संस्कृतस्यअन्यविषयैःसहएकीकरणम् :भाषा, साहित्यं, दर्शनं, इतिहासःच।
- 21शताब्द्यांसंस्कृतम् :आधुनिकशिक्षायांवैश्विकदृष्टिकोणेषुचसंस्कृतस्यप्रासंगिकता।
- भाषाकौशलविकासःसंस्कृतेश्रवणं, वक्तुं, पठनं, लेखनंच।

(ii) द्वितीयःइकाईःसंस्कृतस्यअध्यापनविधयःविधयःच

- संस्कृतशिक्षणविधयः - प्रत्यक्षनिर्देशः, आगमनात्मक-निष्कर्षणविधिः, प्ले-वे-विधिः, व्याकरण-अनुवादविधिःच।
- संस्कृतशिक्षाशास्त्रेजपस्य (श्लोकपाठस्य) भूमिका।
- संस्कृतशिक्षणेकथाकथनम्, भाषाक्रीडा, नाट्यविधिप्रयोगः।
- तकनीकाः :सूक्ष्मशिक्षणं, सहकर्मीशिक्षणं, दलशिक्षणं, अनुकरणंच।
- संस्कृतशिक्षायांसूचनाप्रौद्योगिकीनांउपयोगः :भाषाप्रयोगशालाः, ई-शिक्षणमञ्चाः, डिजिटलसंसाधनाःच।

(iii) तृतीयइकाई : पाठ्यक्रमस्यपरिकल्पनातथाशैक्षिकसंसाधन

- संस्कृतभाषायांपाठ्यक्रमविकासस्यसिद्धान्ताःउद्देश्याःच।
- NEP-2020इत्यनेनसहसङ्गतस्यसंस्कृतस्ययोग्यता-आधारितस्यपाठ्यक्रमस्यनिर्माणम्।

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- भारतेविश्वेचसंस्कृतपाठ्यक्रमस्यतुलनात्मकाध्ययनम्।
- संस्कृतभाषायांप्रभावीइकाईतथापाठनियोजनम्।
- संस्कृतपाठ्यपुस्तकानांतथाअन्यशिक्षणसामग्रीणांचयनंमूल्याङ्कनंच।

(iv) चतुर्थःइकाईःसंस्कृतशिक्षणेमूल्याङ्कनंव्यावसायिकविकासश्च

- संस्कृतशिक्षणेमूल्याङ्कनस्यमूल्याङ्कनस्यचआधुनिकाःअवधारणाः।
- **मूल्याङ्कनस्यप्रकाराः :**स्वरूपात्मकं, समाहारात्मकं, मौखिकं, लिखितंचआकलनम्।
- भाषाकौशलस्यकृतेरूब्रिक्स, ब्लूप्रिण्ट्, मूल्याङ्कनसाधनंचडिजाइनम्।
- **कर्मसंशोधनम् :**संस्कृतशिक्षणेकर्मसंशोधनस्यसिद्धान्तान्अनुप्रयोगान्चअवगत्य।
- संस्कृतशिक्षकाणांकृतेचिंतनात्मकाभ्यासाःनिरन्तरव्यावसायिकविकासःच।

सीआईए (मूल्यांकन) .

परीक्षा :10अंक

असाइनमेण्ट् (निम्नलिखितेभ्यःकोऽपि): 10 अंक

(i) संस्कृतेनविशिष्टविषयंवाश्लोकंवापाठयितुंविस्तृतंपाठयोजनांसज्जीकरोतु।

(ii) संस्कृतपाठस्यकृतेफ्लैशकार्ड्, चार्ट्, श्रव्य-दृश्य-प्रस्तुतिःइत्यादीनिशिक्षणसाधनंरचयन्तु।

(iii) सामग्रीसान्दर्भिकता, भाषा, समावेशीताचकेन्द्रीकृत्यसंस्कृतपाठ्यपुस्तकानांसमीक्षांआलोचनांचकुर्वन्तु।

(iv) स्थानीयधार्मिकसास्कृतिकसंस्थासुसंस्कृतस्यप्रयोगस्यदस्तावेजीकरणंप्रतिवेदनंचकृत्वाकक्षायांएतस्यसमावेशस्यउपायान्सुचयतु।

(v) संस्कृतशिक्षणेकस्मिन्अपिविषये (उदा. छात्रसङ्गतिः, सूचनाप्रौद्योगिकीप्रयोगः, व्याकरणचुनौत्यं) लघुक्रियासंशोधनपरियोजनांकुर्वन्तु।

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(vi) समकालीनशिक्षायांसंस्कृतभाषांभाषारूपेणसंरक्षितुंप्रवर्धनंचकर्तुंप्रयत्नानाम्विषयेकेस-अध्ययनंलिखत।

सन्दर्भ ग्रन्थ –

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली–6, राजकमल प्रकाशन, प्रा.लि., 7 फैज बाजार।
3. नारंग वैश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4.सफाया, आर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ हरियाणा साहित्य अकादमी।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
6. शास्त्री. डॉ. सूर्यदेव, 1973, मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी
7. Mackey William Francis, Language Teaching" Analysis London, Longmans, Green &Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

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B.Ed – 05 (A/B)-III: 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 ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT-I-FOUNDATION OF ENGLISH LANGUAGE TEACHING

- Concept of language, language acquisition, language-learning.
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects

UNIT-II-TEACHING OF ENGLISH LANGUAGE SKILLS

- Objectives of teaching English language (a) Skill based- LSRW

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- 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,
- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing 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.
- Reading skills: Concept of reading in second language Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, reading aloud, Intensive reading, Extensive reading, Role of text book.
- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition: Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

UNIT III METHODOLOHY AND PLANNING OF ENGLISH LANGUAGE

TEACHING

- Approaches, methods and techniques, Whole language approach, Structural- Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio- lingual method, 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 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.

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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

1. Written Teswt 10 marks
2. 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 of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

SUGGESTED READINGS 10

1. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language, Longman.

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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. Coilins 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

- Paliwal, A.K.(2011): A Hanbook For Teacjers Of English, Kalpana Publications, Jaipur.

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BED 05 (A/B)- IV: Urdu

مارکس: 100

مقاصد

:کورس مکمل کرنے کے بعد، طلباء اس قابل ہو جائیں گے

1. ہندوستانی ثقافت اور تعلیم کے تناظر میں اردو زبان کی نوعیت، دائرہ کار اور اہمیت کو سمجھیں۔

2. اردو صوتیات، الفاظ، گرامر، اور جملے کی ساخت کا علمی بنیاد تیار کریں اور ان کو تدریس میں لاگو کریں۔

3. اردو زبان کی موثر تدریس کے لیے مناسب طریقوں، تکنیکوں اور آلات کو پہچانیں اور اپنائیں۔

4. ایک جامع کلاس روم ماحول کو فروغ دینا جہاں اردو کو ایک زبان اور ثقافتی شناخت دونوں کے طور پر سراہا جاتا ہے۔

5. مؤثر زبان کے حصول اور مہارت کی نشوونما کے لیے اردو سکھانے میں آئی سی ٹی ٹولز اور اختراعی طریقوں کو مربوط کریں۔

6. زبان کی مہارت کو سپورٹ کرنے کے لیے اسباق کے منصوبے اور تشخیصات تیار کریں، بشمول اردو میں بولنا، پڑھنا، لکھنا، اور فہم۔

کورس کا مواد

(اردو زبان کی تعلیم کی بنیادیں (16 گھنٹے :I یونٹ

اردو زبان: ہندوستانی ثقافت میں اصل، تاریخی ارتقا اور اہمیت۔ -

اردو پڑھانے کے مقاصد: مختلف تعلیمی سطحوں پر مقاصد اور دائرہ کار۔ -

اردو صوتیات اور رسم الخط کی بنیادی باتیں: آوازوں، تلفظ اور ساخت کو سمجھنا؛ اردو رسم الخط کی بنیادی باتیں -

علمی اور جمالیاتی مہارتوں کی نشوونما میں اردو کا کردار: زبان کو تنقیدی سوچ، تخلیقی صلاحیتوں اور ثقافتی تعریف سے جوڑنا۔ -

(اردو زبان کی تدریس میں تکنیک اور طریقے (16 گھنٹے :II یونٹ

نقطہ نظر اور طریقے: اردو ہدایات میں گرامر-ترجمہ، براہ راست طریقہ، بات چیت کا طریقہ، اور دو لسانی طریقہ۔ -

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اردو میں سبق کی منصوبہ بندی: ابتدائی اور ثانوی سطحوں پر اردو پڑھانے کے لیے ایک مؤثر سبقی منصوبہ کے - اجزاء۔

زبان کی مہارتیں: اردو میں سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں کو فروغ دینے کی حکمت عملی۔ -

ادب کا استعمال: ثقافتی علم اور زبان کی مہارت کو بڑھانے کے لیے اردو شاعری، نثر اور لوک کہانیوں کو شامل - کرنا۔

(اردو تدریس میں نصاب، وسائل، اور آئی سی ٹی انٹیگریشن (16 گھنٹے :III یونٹ

نصاب اور نصاب کا ڈیزائن: اردو نصاب کے لیے مختلف سطحوں پر مواد کے انتخاب کے اصول۔ -

اردو پڑھانے کے وسائل: نصابی کتب، ضمنی قارئین، اور دیگر تدریسی آلات کا استعمال۔ -

اردو تدریس میں آئی سی ٹی: ملٹی میڈیا وسائل، ای مواد، آن لائن لغات، اور زبان سیکھنے کی ایپس کا استعمال۔ -

جامع اردو کلاس روم: متنوع سیکھنے والوں کو پورا کرنے کے لیے وسائل اور حکمت عملیوں کو اپنانا، بشمول - خصوصی ضروریات والے۔

(یونٹ چہارم: اردو زبان میں تشخیص اور تشخیص (16 گھنٹے

تشخیصی تکنیک: اردو کے لیے تشکیلاتی اور خلاصہ تشخیصی حکمت عملی، بشمول زبانی، تحریری، اور فہمی - ٹیسٹ۔

لینگویج ٹیسٹ تیار کرنا: معروضی اور موضوعی سوالات تخلیق کرنا جو گرائمر، الفاظ، فہم، اور تحریری مہارتوں کا - جائزہ لیتے ہیں۔

غلطی کا تجزیہ اور تدارک کی تعلیم: عام زبان کی غلطیوں کی نشاندہی اور اصلاح اور بہتری کے لیے حکمت عملی۔ -

تاثرات اور مسلسل تشخیص: زبان کی ترقی کو فروغ دینے کے لیے تعمیری آراء اور مسلسل تشخیص فراہم کرنے - کے طریقے۔

(سی آئی اے (مسلسل داخلی تشخیص

اندرونی امتحان: 10 نمبر .1

اسائنمنٹس/پروجیکٹس: (کسی ایک کا انتخاب کریں) - 10 مارکس .2

اردو کی مخصوص نظم یا کہانی سکھانے کے لیے سبق کا منصوبہ بنائیں۔ -

اردو تدریس کے لیے ملٹی میڈیا وسائل کا مجموعہ مرتب کریں۔ -

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فہم اور تحریری مہارتوں پر توجہ مرکوز کرتے ہوئے ایک ابتدائی تشخیصی ٹول تیار کریں۔ -

حوالہ جات

1. فاروقی، ایس. (2019)۔ اردو زبان کی تدریس۔ نئی دہلی: ایجوکیشنل پبلشنگ ہاؤس۔

2. اقبال، اے (2022)۔ اردو کو دوسری زبان کے طور پر پڑھانا۔ کراچی: آکسفورڈ یونیورسٹی پریس۔

3. علوی، ایس (2018)۔ اردو زبان کی تدریس میں جدید تکنیک۔ لاہور: یونیورسل پبلشرز۔

4. این سی ای آر ٹی (NCF)۔ (2005)۔ نیشنل کریکولم فریم ورک۔ نئی دہلی: این سی ای آر ٹی۔

5. خان، ایم (2021)۔ ہندوستانی کلاس رومز کے لیے اردو نصاب اور تدریس۔ جے پور: راج پبلی کیشنز۔

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BED 05 (A/B)-V: Pedagogy of Rajasthani

Marks: 100

Course Objectives:

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

1. Understand the importance of Rajasthani language and culture in education.
2. Develop effective pedagogical strategies for teaching Rajasthani language.
3. Promote the preservation of Rajasthani literature, folklore, and traditional forms of expression.
4. Enhance students' skills in reading, writing, speaking, and listening in Rajasthani.
5. 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

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- **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

- **Assessment of Language Skills:** Designing assessments for listening, speaking, reading, and writing in Rajasthani. Methods of evaluating students' understanding of Rajasthani language and culture.
- **Challenges in Teaching Rajasthani:** Overcoming barriers in promoting Rajasthani in urban schools, balancing dialect variations, and addressing language diversity in the classroom.
- **Role of Technology in Teaching Rajasthani:** Using multimedia tools, online resources, and digital platforms to teach Rajasthani language and literature effectively.
- **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

- Prepare a lesson plan for teaching a Rajasthani folk tale or poetry in class.
- Design a project-based learning module on Rajasthani language and culture, including practical activities.
- Create an interactive session using Rajasthani folk music and stories to teach language skills.
- 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. Sharma, M. (2015). Teaching Rajasthani in Schools: A Pedagogical Approach. Rajasthan Educational Publishers.
3. Mehta, S. (2018). Rajasthani Folk Literature: A Study. Prakashan Sansthan.
4. Sharma, R. K. (2017). Introduction to Rajasthani Linguistics. Rajasthan University Press.

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5. Nahar, K. L. (2019). Modern Rajasthani Language Teaching Methods. Rajasthani Academy.

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BED 05 (A/B)-VI: 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.

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- **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.

References

1. Singh, B. (2020). Foundations of Music Education. New Delhi: Prakashan Publishers.

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2. Patel, R. (2019). Teaching Music in Schools: Theory and Practice. Mumbai: Harmony Publications.

3. Tagore, R. (2018). Introduction to Indian Classical Music for Educators. Kolkata: Tagore Press.

4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

5. Rao, S. (2021). Music and Pedagogy: An Indian Perspective. Chennai: Sangeet Publications.

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BED 05 (A/B)-VII: 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 Book Keeping in order 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 Book Keeping 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 Book Keeping 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.

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Course Content:

Unit I: Introduction to Book Keeping Education

- Definition, Meaning, Nature, and Scope of Book Keeping in a Global Context
- Objectives and Aims of Teaching Book Keeping (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 Book Keeping.

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 Book Keeping
- Principles for Constructing a Competency-Based Curriculum Aligned with NEP-2020
- Comparative Analysis of Indian and Global Book Keeping Curricula

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- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms in Book Keeping
- Principles and Techniques for Unit and Lesson Planning in Book Keeping
- **Integration of ICT and Digital Tools:** E-learning Platforms, Accounting Software, Multimedia, and OERs
- **Selection and Evaluation of Book Keeping Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment, Professional Development, and Research

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

Internal Assessment)

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

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

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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

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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

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

Sweeney, J. (2019). Effective assessment tools for teaching Book Keeping. Journal of Further and Higher Education, 43(4), 569-583. https://doi.org/10.1080/0309877X.2018.1478910

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

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

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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BED 05 (A/B)-VIII: Pedagogy of Commerce Practice

Marks: 100

Objectives:

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

- Define Commerce Practice and explain its nature, scope, and significance.
- Articulate the objectives and aims of teaching Commerce Practice in secondary education.
- Recognize the interconnections between Commerce and subjects such as Economics, Business Studies, Accounting, and Information Technology.
- Understand the principles of curriculum development in Commerce Practice.
- Apply these principles in designing a competency-based curriculum aligned with NEP-2020.
- Develop effective lesson plans, unit plans, and schemes of work for Commerce Practice.
- Identify and implement appropriate teaching methods for Commerce Practice, such as case studies, simulations, and project-based learning.
- Use ICT and digital tools in teaching Commerce Practice, integrating accounting software, e-commerce platforms, and virtual simulations.
- Understand modern assessment techniques specific to Commerce Practice.
- 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.

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- **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

- Principles of Curriculum Development in Commerce Practice
- Competency-Based Curriculum Aligned with NEP-2020
- Lesson Planning, Unit Planning, and Yearly Curriculum Design for Commerce Education
- Development of Teaching Resources: Case Studies, Business Plans, Financial Documents, and Market Analysis Tools
- 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)
1. Written Test: 10 Marks
2. **Assignments/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.

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5. Develop a digital resource (e.g., a video or tutorial) for teaching digital marketing concepts.

6. Conduct classroom observation and document a report on teaching strategies used in Commerce education.

BED 05 (A/B)-IX: Pedagogy of History

Marks: 100

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).

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Unit I: Introduction to History Education

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

Unit II: Teaching Methods and Techniques in History

- **Micro Teaching:** Practicing specific teaching skills in History.
- **Direct Instruction:** Introducing foundational historical concepts.
- **Storytelling:** Engaging students with historical events and narratives.
- **Problem Solving:** Encouraging critical thinking through historical investigations.
- **Socialized Recitation:** Collaborative learning through gr oup discussion.
- **Inquiry-Based Learning:** Promoting exploration of historical questions.
- **Collaborative Learning:** Peer interaction to explore historical themes.
- **Team Teaching:** Collaborative lesson delivery for deeper learning experiences.

Unit III: Curriculum Design and Educational Resources in History

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

Unit IV: Assessment, Pedagogical Approaches, and Professional Development

- Modern Concepts of Assessment and Evaluation in History.
- **Designing Effective Assessment Tools:** Blueprints and Rubrics.
- Evaluation Methods: Formative, Summative, and Authentic Assessments in History.
- Essential Qualities and Role of History Teachers in a Globalized World.
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning.
- **Action Research:** Conducting action research to improve teaching practices in History.
- Reflective Practices and Continuous Professional Development for History Educators.

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- **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.

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BED 05 (A/B)-X: Pedagogy of Civics

Marks: 100

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.

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- **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

1. Internal Test: 10 Marks

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

1. Develop a teaching aid (such as a model or infographic) to demonstrate a key topic.

3. Conduct an analysis of 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 teaEngage in a classroom observation of Civics teaching and provide a critical reflection

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BED 05 (A/B)-XI: Pedagogy of Social Studies

Marks: 100

Objectives:

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

- Comprehend the definition, nature, and scope of Social Studies within a global context.
- 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.
- Apply principles for competency-based curriculum aligned with NEP-2020.
- Understand the objectives of curriculum development in Social Studies. Conduct comparative analyses of Indian and global curricula.
- 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

- Definition, Meaning, Nature, and Scope of Social Studies in a Global Context.
- Objectives and Aims of Teaching Social Studies with Bloom's Taxonomy.
- **Integration with Other Disciplines:** History, Geography, Economics, Political Science, and Environmental Studies
- **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.

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- Integrating local resources into collaborative and inquiry-based learning to promote relevance and engagement.
- **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**
- **1. Written Test:** 10 Marks
- 2. **Assignments/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.

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- **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.

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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.

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BED 05 (A/B)-XII: Pedagogy of Geography

Marks: 100

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.

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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.

References

1. Singh, G. (2020). Fundamentals of Geography Education. New Delhi: Prakashan Publishers.

2. Rao, M. (2019). Teaching Geography in Schools. Mumbai: Harmony Publications.

3. Sharma, A. (2018). Geographical Thinking and Pedagogy. Kolkata: Eastern Press.

4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

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5. Rana, S. (2021). Geography and Environment: Teaching Approaches. Chennai: Sangeet Publications.

BED 05 (A/B)-XIII: Pedagogy of Economics

Marks: 100

Objectives:

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

- Understand the scope, objectives, and importance of economics education.
- Apply effective teaching methods to facilitate economic thinking and decision-making.
- Develop lesson plans that foster analytical, critical, and reflective thinking in economics.
- Utilize resources, ICT tools, and real-world examples to make economics engaging and relevant.
- 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.

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Unit III: Resources and Integration of ICT in Economics Education

- **Teaching Aids and Resources in Economics:** Textbooks, newspapers, economic journals, statistical data, and graphs.
- **ICT in Economics Education:** Use of online resources, simulation software, interactive models, and tools for economic analysis (e.g., Excel, Google Sheets).
- **Contemporary Economic Issues:** Integrating current economic events (e.g., inflation, unemployment, globalization) into the curriculum.
- **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. Internal 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.

References

1. Robbins, L. (2019). Principles of Economics Education. New Delhi: Academic Press.

2. Mishra, V. (2020). Teaching Economics in Schools. Mumbai: Pragati Publications.

3. Kapoor, R. (2021). Pedagogical Approaches to Economics. Kolkata: Learning House.

4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

5. Banerjee, A. (2022). Economics for Educators: Methods and Tools. Chennai: Insight Publishers.

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BED 05 (A/B)-XIV: Pedagogy of Home Science

Marks: 100

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.

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- **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)**
- **1. Internal Test:** 10 Marks
- **2. Assignments/Projects: (Choose any 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.

References

1. Devi, R. (2015). Fundamentals of Home Science Education. New Delhi: S. Chand Publishing.

2. Chandra, S., & Dewan, J. (2019). Teaching Home Science: A Practical Approach. Mumbai: Oxford Publishers.

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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.

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BED 05 (A/B)-XV: Pedagogy of Chemistry

Marks: 100

Objectives:

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

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and "se different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

Unit 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

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- 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.

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- 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. written 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.

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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. Kanthor Mudit : Chemistry Teaching . shiksha Prakashan, Jaipur -2002

Safety Practices. New Delhi: NCERT.

BED 05 (A/B)-XVI: Pedagogy of General Science

Marks: 100

Objectives:

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

1. Understand the nature, scope, and importance of teaching General Science at the school level.
2. Develop lesson plans and instructional strategies that foster scientific inquiry and conceptual understanding.
3. Use diverse teaching methods and technological tools to make Science accessible and engaging.
4. Design and conduct experiments, demonstrations, and activities that encourage hands-on learning.
5. Apply effective assessment techniques to measure students' scientific knowledge and skills.
6. 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

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- **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.

References

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1. Sharma, R.C., & Sharma, M. (2019). Teaching of Science: A Modern Approach. New Delhi: Dhanpat Rai Publishing.

2. Gupta, S. (2018). Innovative Science Teaching. New Delhi: Vikas Publishing House.

3. Vaidya, N. (2020). The Impact of Science Education. New Delhi: NCERT.

4. Carin, A.A., & Sund, R.B. (2017). Teaching Science through Discovery. Columbus: Merrill Publishing.

5. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.

BED 05 (A/B)-XVII: Pedagogy of Biology

Marks: 100

Objectives:

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

1. Understand the nature, scope, and significance of Biology as a science subject.
2. Develop effective instructional plans and teaching methodologies that promote scientific thinking and conceptual understanding in Biology.
3. Employ diverse, student-centered strategies for teaching Biology that include hands-on and inquiry-based learning.
4. Integrate environmental awareness and ethical considerations into Biology teaching.
5. 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

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- **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.

References

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1. Sharma, P.D. (2021). Teaching of Biology: A Practical Approach. New Delhi: Dhanpat Rai Publishing.

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. Singh, M. (2018). Teaching Biology in Secondary Schools. New Delhi: Vikas Publishing House.

5. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.

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BED 05 (A/B)-XVIII: Pedagogy of Physics

Marks: 100

Objectives:

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

1. Understand the aims, nature, and importance of teaching Physics in secondary and senior secondary education.
2. Design effective lesson plans and instructional strategies for teaching Physics concepts.
3. Employ various methods and technological tools to simplify abstract Physics concepts.
4. Develop practical skills and promote scientific thinking through Physics experiments.
5. Evaluate students' understanding using appropriate assessment techniques for Physics.
6. 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.

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- **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

- **Assessment Techniques in Physics:** Formative and summative assessment, continuous assessment, and performance-based evaluation.
- **Practical Skills Assessment:** Assessing lab skills, scientific process skills, observation, analysis, and reporting.
- **Tools for Evaluation:** Designing test items, concept-based questions, MCQs, practical assessments, and rubric-based evaluation.
- **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.

References

1. Arons, A. B. (2015). Teaching Introductory Physics. New York: Wiley.

2. Hewitt, P. G. (2020). Conceptual Physics for Educators. Boston: Pearson.

3. Sharma, S. (2018). Methods of Teaching Physics. New Delhi: NCERT.

4. Halliday, D., Resnick, R., & Walker, J. (2017). Fundamentals of Physics. New York: Wiley.

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5. Swain, M. (2019). Innovative Practices in Physics Education. New Delhi: Vikas Publishing House.

BED 05 (A/B)-XIX: Pedagogy of Mathematics

Marks: 100

Objectives:

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

1. Understand the nature and scope of Mathematics as a subject and its importance in daily life.
2. Develop effective teaching strategies to encourage problem-solving, logical reasoning, and critical thinking in Mathematics.
3. Apply various teaching methods to address diverse learner needs and learning styles in Mathematics.
4. Integrate technology and innovative tools to enhance Mathematics teaching and learning.
5. 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.

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- **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.

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1. Polya, G. (2014). How to Solve It: A New Aspect of Mathematical Method. Princeton: Princeton University Press.

2. Sidhu, K.S. (2020). Teaching of Mathematics. New Delhi: Sterling Publishers.

3. NCERT. (2020). Lab Manual in Mathematics. New Delhi: NCERT.

4. Kumar, S. (2018). Teaching Mathematics in Elementary Schools. New Delhi: Pearson Education.

5. Skemp, R. (2017). The Psychology of Learning Mathematics. Routledge.

BED 05 (A/B)-XX: Pedagogy of Drawing and Painting

Marks: 100

Objectives:

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

1. Understand the nature, scope, and significance of Drawing and Painting as visual arts in education.
2. Develop effective methods and strategies for teaching Drawing and Painting to foster creativity, expression, and appreciation of art.
3. Employ a variety of materials, tools, and techniques for drawing and painting suitable for different age groups.
4. Integrate art history, aesthetics, and critical appreciation into teaching Drawing and Painting.
5. 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.

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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

- **Principles of Assessment in Art:** Assessing creativity, skill, effort, and improvement in Drawing and Painting.
- **Assessment Tools:** Portfolios, art journals, rubrics, and exhibitions for evaluating students' artwork.
- **Feedback and Critique:** Giving constructive feedback to foster improvement and confidence; conducting art critique sessions.
- **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.

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- Conduct a small research project on the impact of art education on students' emotional and cognitive development.

References

1. Lowenfeld, V. & Brittain, W.L. (1987). Creative and Mental Growth. New York: Macmillan Publishing.

2. Goldstein, C. (2001). Teaching Art: A Complete Guide for the Classroom. New York: Teachers College Press.

3. Read, H. (2013). Education Through Art. London: Faber & Faber.

4. Edwards, B. (1999). Drawing on the Right Side of the Brain. New York: Penguin Putnam.

5. Eisner, E.W. (2002). The Arts and the Creation of Mind. Yale University Press.

BED 09: Drama and Arts in Education

Objectives:- Marks: 50

To enable the students 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 & awarenesstowards 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 andbetterment of society.

UNIT-I: Aesthetic Sense and Education

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a. 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.

b. 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.

c. Introduction to music:-dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu,avnadhh, shushir, Dhanlok, lok geet,lok vadhya & Introduction to Dance - history of dance- kala,lok-nritya.

UNIT-II: Performing Art and Learning

d. Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.

e. 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.

f. 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.

g. 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

h. Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.

i. Exploration and experimentation with different types of Visual Arts: painting, printing, college, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.

j. Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.

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k. 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:

l. WrittenTest 5 marks

m. Any one of the following 5 marks

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

SUGGESTED READINGS-

1. Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
2. Bhatachrya Dilip Musical Instrument of Tribal India, Manas Publications, NewDelhi 1999.
3. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
4. Chatuvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, Lodon.
6. Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
8. Krishna Rao U.S., Devi Chandrabhaga U.K. A panorama of Indian dances, Shree Satguru Publication, New Delhi.

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9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
10. Lal Ananda: Theatres of India, Oxford Univ. Press.
11. Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
12. Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhwn Robin D., Tribhwan Preeti R. Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
14. Thames and Hudson: Arts & Crafts of India, London.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind 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 देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट, इंडिया, 1999।
20. गुप्ता डॉ. भयामला : सौंदर्य तत्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
21. रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ला।
22. जोशी भोला दत्त : संगीत भास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।
23. भार्मा अमिता : भास्त्रीय संगीत का विकास, ईस्टर्न बुक लिकर्स, दिल्ली।
24. भार्मा सत्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।
25. माली डॉ. शिवराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, नेशनल पब्लिसिंग हाउस, दिल्ली।
26. चौबे अमरेश चन्द्र : संगीत की संस्थगत शिक्षण प्रणाली, कृश्णा ब्रदर्स, अजमेर।
27. खुराना भान्नोंः ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

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BED 10: Understanding Descipline and Subjects

Objectives: Marks: 50

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.

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- **Language Teaching Approaches:** Integrating story, poetry, essay, biography, self-narration; multimodal literacy.
- **Social Justice and Cultural Perspectives:** Redefining curriculum content to addressequity, 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:

Written**Test:** 5 marks

Assignments/Projects (Choose one): 5 Marks

- Prepare charts with related language (Hindi, English, or Sanskrit)
- Preparation of a talk with related social justice.
- Collection of news papers cuttings related wit horticulture and hospitality.
- Prepare a lab with related sciene 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.
- Preperation of five word cards, five picture cards and cross word puzzles (Language)
- Five microteaching skills and five macro teaching (based on different innovative methods)

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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.

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BED 11: Reading and Reflecting on Texts

Objectives: Marks: 50

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

1. Enhance proficiency in reading, writing, critical thinking, and oral/written communication in the language of instruction.
2. Cultivate sustained interest in diverse reading materials and reflective practices.
3. Apply strategies for comprehension and interpretation of instructions and arguments.
4. Collaborate in subject-based and cross-disciplinary reading groups to deepen understanding.
5. Produce reflective responses, analytical summaries, and creative presentations based on textual engagement.

Course Content

Unit I: Narrative, Descriptive, and Expository Texts

- **Text Types:** Short stories, dramatic incidents, descriptive passages, comic-strip narratives.
- **Group Work:** Discipline-based clusters (science, mathematics, social sciences, languages) read and present varied texts.
- **Skills Focus:** Identifying themes, narrative structures, use of imagery, and authorial voice; crafting analytical summaries and personal reflections.

Unit II: Journalistic and Educational Writing

- **Text Types:** Newspaper/magazine features, editorials, well-crafted essays on education and learning.
- **Grouping:** Randomized reading circles to expose student-teachers to cross-disciplinary perspectives.
- **Skills Focus:** Evaluating arguments, distinguishing fact from opinion, analyzing rhetorical devices, drafting critical reviews.

Unit III: Subject-Related Reference Texts

- **Text Types:** Excerpts from reference books, handbooks, subject encyclopedias, and scholarly articles in each teacher's discipline.

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- **Group Work:** Discipline-specific pairs research chosen topics and prepare mini-reports or annotated bibliographies.
- **Skills Focus:** Locating information, synthesizing content, developing subject-matter glossaries, and designing concept maps.

Pedagogical Approaches

For all the activities in Units I to III, The Instructor shall adopt the following pedagogical approaches as per the requirement-

- Reading circles and think–pair–share activities
- Reflective journaling and blog posts
- Student-led presentations and peer feedback
- Use of digital annotation tools and collaborative platforms

Internal Assessment:

Written**Test:** 5 marks

Assignments/Projects (Choose one): 5Marks

- Writing: Based on the Text (e.g., Summary of a Scene, Exploration of Story, or Converting a situation into a dialogue)
- Group Discussion (On Selected Themes)
- Making notes on Schematic Form (e.g., Flow Diagram, Tree Diagram, or Mind map)
- Individual Task, using strategies such as Scanning and Skimming for Extracting Information.
- Making a PPT forthe whole subject group.

Suggested Readings-

1. Duke, N. K., & Pearson, P. D. (2002). Effective Practices for Developing Reading Comprehension. International Reading Association.
2. Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method. Routledge.
3. Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. Longman.
4. Kress, G. (1997). Before Writing: Rethinking the Paths to Literacy. Routledge.

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5. Rosenblatt, L. M. (1995). Literature as Exploration. Modern Language Association.

BED 12: Gender, School, and Society

MARKS: 50

Objectives:

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

To develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism, and transgender.

To understand some important landmarks in connection with 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.

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Sites of Conflict: Understanding the Importance of addressing sexual Abuse inFamily, 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 Educationupliftment 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: 5 Marks

Assignments/Projects: (Choose any one) - 5 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

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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.

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BED 13: Knowledge and Curriculum

Objectives: Marks: 100

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.

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- 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:

Written**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)

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- **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.

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BED 14: Environment Ethics and Values of Quality Life

Objectives: Marks: 100

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

a. Understand the concept of environment and its relationship with human life and well-being.

b. Explain the significance of environmental conservation and sustainable development for quality living.

c. Recognize and practice core human values that promote harmony between people and nature.

d. Develop the ability to integrate environmental and value-based education into school curricula and community initiatives.

e. Reflect upon and adopt responsible attitudes and behaviors that ensure environmental sustainability and enhance the quality of life.

Course Content

Unit I: Environment and Human Life (Foundations of Quality Living)

- Concept and dimensions of environment: natural, social, and built.
- Relationship between environment and human development.
- Meaning and indicators of quality of life- health, education, culture, ecology, and happiness.
- Interdependence of humans and ecosystems: carrying capacity and limits of growth.
- Environmental degradation and its effects on life, health, and future generations.
- Role of individuals, teachers, and communities in maintaining ecological balance and improving quality of life.

Unit II: Environmental Issues and Sustainable Practices

- Major environmental challenges: pollution, climate change, deforestation, biodiversity loss, waste generation, and water scarcity.
- Concept of sustainable development- global perspective and local relevance.

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- Sustainable lifestyle practices: renewable energy, conservation of resources, and minimalism.
- Government policies and global efforts for environmental protection (SDGs, UNESCO, UNEP initiatives).
- Role of education in promoting sustainable thinking and responsible citizenship.
- School-based environmental programs: eco-clubs, nature walks, environmental audits, and "Green School" initiatives.

Unit III: Values for Environmental Harmony and Ethical Living

- Concept, types, and significance of values: moral, spiritual, ethical, aesthetic, and humanistic.
- Environmental ethics: reverence for life, compassion for all beings, respect for diversity, and intergenerational responsibility.
- Values essential for sustainable living: simplicity, empathy, cooperation, and responsibility.
- Approaches to value education: direct, integrated, experiential, and reflective.
- Pedagogical strategies for value inculcation: storytelling, case studies, community service, and problem-solving projects.
- Teacher as a role model for ethical living and environmental stewardship.

Unit IV: Education for Environmental Awareness and Quality Life

- Role of education in fostering environmental awareness and sustainable mindsets.
- Integrating environmental values into curriculum and co-curricular activities.
- Creating safe, inclusive, and eco-friendly school environments.
- Health, hygiene, and well-being as essential aspects of quality life.
- Designing and implementing environmental value-based projects for students.
- Building partnerships with community and local bodies for environmental and social transformation.
- Lifelong learning for sustainable and value-enriched living.

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Internal Assessment:

WrittenTest: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Conduct an environmental audit of the school or campus and prepare a report.
- Develop an Environmental Value Education module for elementary or secondary students.
- Organize an eco-awareness event (e.g., Earth Day, Water Conservation Week) and document the outcomes.
- Prepare a Handbook of Value-based Environmental Activities for teachers.
- Write a reflective report on "My Ecological Footprint and My Role as a Responsible Citizen".

Suggested Readings-

1. Carson, R. (1962). Silent Spring. Houghton Mifflin.
2. Harris, I. M. & Morrison, M. L. (2003). Peace Education. McFarland & Company.
3. Kumar, K. (2007). What is Worth Teaching? Orient BlackSwan.
4. NCERT (2005). Education for Peace. NCERT, New Delhi.
5. NCERT (2005). Position Paper on Health and Physical Education. NCERT, New Delhi.
6. UNESCO (2005). Teaching and Learning for a Sustainable Future. UNESCO, Paris.
7. WHO (2021). School Health and Youth Health Promotion. WHO, Geneva.

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BED 15-I: Guidance and Counselling

Objectives: Marks: 100

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

1. Explain the concepts, needs, and principles of guidance and counselling.
2. Differentiate between types of guidance and counselling.
3. Demonstrate basic counselling skills and strategies.
4. Plan and organize guidance programmes in schools.
5. Handle students' educational, vocational, and personal issues effectively.
6. Apply ethical principles in counselling practice.

Course Content

Unit I: Concept, Need, and Principles of Guidance and Counselling

- Define guidance and counselling, and differentiate between the two.
- Understand the nature, need, scope, and objectives of guidance and counselling.
- Explore the principles of effective guidance and counselling.
- Understand the role of teachers in providing guidance services.

Unit II: Types and Areas of Guidance and Counselling

- Educational guidance and counselling: meaning, objectives, and processes.
- Vocational guidance and counselling: meaning, need, and techniques.
- Personal and social guidance: meaning, importance, and examples.
- Counselling approaches: Directive, Non-directive, Eclectic.
- Group counselling and Individual counselling: meaning, methods, and advantages.

Unit III: Skills, Techniques and Ethical Issues in Counselling

- Essential skills: listening, questioning, empathy, rapport building, problem-solving.
- Counselling process: steps from relationship building to evaluation.
- Ethical considerations: confidentiality, informed consent, boundaries, cultural sensitivity.
- Challenges faced by counsellors and strategies to overcome them.
- Crisis intervention: role of the counsellor during trauma, stress, or conflict.

Unit IV: Organization of Guidance Services in Schools

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- Components of a school guidance programme.
- Organizing guidance activities: orientation, information, counselling, placement, and follow-up services.
- Role of teachers, school counsellors, and administrators.
- Coordination with parents, community, and professional agencies.
- Record-keeping and reporting: formats and importance.
- Evaluation of school guidance services.

Internal Assessment:

Written**Test:** 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a case study report of a child with academic/personal difficulties and suggest counselling strategies.
- Develop a career guidance programme for secondary school students.
- Create a counselling session plan addressing peer pressure or exam anxiety and submit a report.
- Survey career interests among students and analyze the results.
- Prepare a school counselling handbook (guidelines, tips, resources).

Suggested Readings-

1. Aggarwal, J.C. (2017). Principles, Methods, and Techniques of Teaching. Vikas Publishing House.
2. Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy. Brooks/Cole.
3. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Pearson.
4. Kochhar, S.K. (2008). Educational and Vocational Guidance in Secondary Schools. Sterling Publishers.
5. Rao, S. Narayana (2002). Counselling and Guidance. Tata McGraw-Hill.

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BED 15-II: PEACE EDUCATION

MARKS-100

OBJECTIVES

The course will enable the student teachers to –

9. To understand the concept of peace education.
10. To acquire knowledge about a peaceful mind makes a peaceful world.
11. To understand the theory and practice of peace education, to understand the philosophical thoughts for peace.
12. To promote awareness about the existence of conflicting relationships between
13. People, within and between nations and between nature and humanity.
14. To create frameworks for achieving peaceful and nonviolent societies.

Unit -1: Introduction to Peace Education and Concept of Peace

28. Meaning, Concept, and Need of Peace Education.Aims and Objectives of Peace Education.As a universal value
29. Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
30. Current Status of Peace Education at the Global Scenario.
31. Negative peace and Positive peace. Positive peace: Pence as Love, Mutual Aid, Positive Interpersonal relations.
32. Negative Peace: Peace as the absence of war and abolition of war, as the minimization and elimination of violence, as the removal of structural violence, peace with Justice.

Unit 2- Bases of Peace EducationBecoming peace teacher-acquisition of knowledge, values, and attitudes.

XXI. Life Skills required for Peace Education (WHO)

XXII. Areas of Peace Education: Conflict management, Conservation of Environment

XXIII. Challenges to Peace- Stress; Conflict, Crimes, Terrorism, Violence, and Modernization.

XXIV. Strategies and Methods of teaching Peace Education-Meditation, Yoga, Dramatization, Debate, etc.

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UNIT 3 Effective Teaching of Peace

3. Peace Education for Life and LifelongEducation, Peace Education and Removing the Bias towards Violence, Correcting Distortions.
4. Model of integrated Learning Transactional Modalities Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method - Case Analysis and Situation analysis,
5. Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace, technology development of new tools, techniques, mechanisms, and institutions for building up peace, and Engaging students in the Peace Process.

Unit 4 Transacting Peace Education & Role of Social Agencies:

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

Internal Assessment:

Written**Test:** 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Nobel Prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

SUGGESTED READINGS-

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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 challenges in Education, Neelkamal Publications, pvt.Ltd

5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi Prakashan, Agra-2

7. Wttp://www.un.org/cyberschoolbus/peace/content.htm

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BED 16: Learning and Teaching

MARKS-100

Objectives:

After completing the course, the students will be able-

1. To get acquainted with the concept, principles, and nature of teaching and learning

2 To understand the different learning styles based on the 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.

14. Tradition and changes given the learningprocess 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)

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- 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

- Educational Technology: Meaning. Importance and Approaches
- 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

Unit IV- New Trends in Teachingand learning due to Technological Innovation

- 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 V 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:-

- Written**Test:** 10 Marks

- Any One10 Marks

1. Preparation and practical implications of at least two technical learning resources(transparencies, PowerPoint Slides, Animated Videos)

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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 programmers 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

33. Erickson Marian (1967). "The MentallyRetarder Child in the classroom". The Macmillan company
34. Goleman Daniel(1995). "Emotional Intelligence". Bantom Books NY
35. Goleman Daniel (2007), Social Intelligence, Arrow Books, London
36. Henson Kenneth (1999), "Educational Psychology For Effective Teaching Wadsworth Publishing Co., Belmont, California
37. Khandwala Pradip(1988), "Fourth Eye", A H. Wheeler, Allahabad
38. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
39. National Curriculum Framework 2005, N.C.E.R.T, New Delhi.
40. Osborn Alex (1971). "Your Creative Power", Saint Paul Society. Allahabad, India
41. Pringle MK and Varma VP(Ed) (1974), "Advances in Educational Psychology University & London Press. London

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42. Shaffer David(1999), "Social and Personality Development Wadsworth Thomson Learning, USA.
43. Sharma Tara Chand (2005), "Reading Problems of Learners"; Sarup and Sons, New Delhi
44. Sousa David (2001), How The Brain Learns", Cowin Press, Inc. A Sage Publication Company, California.

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BED 17: Assessment for Learning

Marks: 100

Objectives:

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

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

Course Content

Unit I: Fundamentals of Assessment

(i) **Concept and Nature of Assessment:** Meaning, scope, and importance in education.

(ii) **Principles of Effective Assessment:** Validity, reliability, fairness, and transparency.

(iii) **Types of Assessment:** Diagnostic, formative, summative, and dynamic assessment.

(iv) **Purposes of Assessment:** Improving learning, informing teaching, certifying achievement, and supporting accountability.

Unit II: Tools and Techniques of Assessment

III. **Assessment Tools and Techniques:** Tests (written, oral, practical), observations, portfolios, and rubrics.

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IV. **Development of Assessment Tools:** Criteria for selecting assessment tools, construction of reliable and valid tools.

V. **Qualitative and Quantitative Assessment:** Differences, uses, and limitations.

VI. **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.

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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.

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BED 18: 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.

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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 andRole 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, Masachusetts, 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, Udey: Exceptional Children, Jullundur: Sterling Publications.

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7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.

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BED 19: Critical Understanding of ICT

Objectives: Marks: 100

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).

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- 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.

External Assessment

Written Test: 15 Marks
Assignments/ProjectsFile: (Choose any one) - 10 Marks(Practical15 Marks/Viva 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.

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BED 20-I: Physical Education

Marks - 100

OBJECTIVES:

The course will enable student-teachers to:

1. Understand the need and significance of Physical Education.
2. Explore allied areas related to Physical Education.
3. Develop awareness of the importance of physical fitness and active living.
4. Acquire skills for assessing physical fitness levels.
5. Understand the philosophical and practical foundations of Yoga.
6. Appreciate the role of physical activity in the holistic development of students.

Course Content

Unit I:Foundations of Physical Education

- Meaning, definition, aims, and objectives of Physical Education.
- Importance of Physical Education at different educational levels (Secondary and Senior Secondary).
- Scope of Physical Education and its relationship with allied fields: Health Education, Recreation, Psychology, Physiology, and Nutrition.
- History and development of Physical Education in India.

Unit II. Physical Fitness and Training Methods

- Definition, meaning, types, and factors affecting physical fitness.
- Components of physical fitness and motor fitness.
- Methods for developing physical fitness:
    - Continuous Training
    - Interval Training
    - Circuit Training
    - Fartlek (Speed Play)
    - Weight Training
- Benefits of physical fitness for physical and mental well-being.

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Unit 3. Techniques, Tactics, and Assessment in Physical Education

- Development of basic techniques and tactics in selected sports and games.
- Importance of sportsmanship, teamwork, and fair play.
- Assessment of physical fitness: Tools, methods, and procedures.
- Introduction to health-related fitness evaluation procedures.
- Strategies for promoting fitness culture in schools.

Unit IV: Yoga Education and Holistic Health

- Meaning, definition, and philosophy of Yoga.
- Types of Yoga: Raj Yoga, Bhakti Yoga, Karma Yoga, Jnana Yoga.
- Importance of Yoga for physical, mental, and spiritual development.
- Introduction to Asanas, Pranayama, Meditation, and Relaxation Techniques.
- Integration of Yoga into the school curriculum for enhancing student well-being.

Internal Assessment

Written Test: 10 Marks

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

- Write an essay (1000–1200 words) discussing the importance of Physical Education in developing a healthy lifestyle among school students.
- Conduct and report a basic physical fitness test (including endurance, strength, flexibility) on a group (e.g., classmates, family) and suggest improvement plans.
- Design a simple daily yoga routine including at least five asanas and one pranayama, explaining their benefits for mental and physical health.
- Maintain a two-week journal recording personal physical activity, reflections on fitness level, mood, and energy changes.

Suggested Readings-

1. Kuvalayananda, Swami, Pranayama,(1983), Popular Prakashan Bombay.
2. Kuvalayananda,Swami,Asarias, (1983) Popular Prakashan Bombay, English/Hindi.
3. Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.

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4. Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
5. Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
6. Rai, Lajpat, Sawhney, RC, and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, Their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
7. Raju, P.T. (1982).The Philosophical Traditions of India. Delhi,Moti Lal Banarsi Dass.
8. Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
9. Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd

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BED 20-II: Health and Physical Education

Marks- 100

Objectives-

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

1. Understand the concept and significance of health and physical education in school life.
2. Develop knowledge about personal and community health.
3. Promote awareness about nutrition, hygiene, and fitness.
4. Acquire skills in organizing sports, games, yoga, and physical fitness activities.
5. Foster attitudes for active participation in creating a healthy school environment.
6. Integrate health, hygiene, and physical education into daily school practices.

Course Content-

Unit I: Concept of Health and Physical Education

- Meaning, definition, and scope of Health and Physical Education.
- Dimensions of health: Physical, Mental, Emotional, and Social.
- Objectives and importance of Health Education and Physical Education.
- Relationship between health and learning.
- Role of the teacher in promoting health and wellness among students.

Unit II: Personal and Community Health

- Personal hygiene and sanitation practices.
- Nutrition: Balanced diet, malnutrition, obesity, and lifestyle diseases.
- First Aid: Importance and techniques.
- School health services: Health check-ups, immunization, and awareness programs.
- Environmental sanitation: Clean water, waste disposal, and pollution control.

Unit III: Physical Fitness, Games, and Sports

- Definition and importance of physical fitness.
- Components of fitness: Strength, Endurance, Flexibility, Speed, and Agility.
- Techniques for improving fitness: Warm-up, Conditioning, Cool-down.
- Introduction to indigenous games and recreational activities.
- Organization of sports day and athletic meets at school.

Unit IV: Yoga and Health Promotion Activities

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- Introduction to Yoga: Meaning, types, and significance.
- Asanas and Pranayama for students: Techniques and benefits.
- Yoga for physical and mental well-being.
- Promoting holistic health through meditation and mindfulness.
- Planning and integrating yoga and fitness programs in schools.

Internal Assessment

Written Test: 10 Marks

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

- Prepare a report on a school-based health program (e.g., health check-up camp, cleanliness drive).
- Design a simple Yoga session plan for school children and demonstrate selected asanas.
- Develop a fitness chart for students of different age groups.

Suggested Readings-

1. Bucher, C. A. (1979). Foundations of Physical Education and Sport. St. Louis: C.V. Mosby Co.
2. Dehl, J. D. (1993). Physical Education and Health Education. New York: Harper & Row.
3. Gangopadhyay, S. R. (2007). Health Education. New Delhi: Centrum Press.
4. Kuvalayananda, Swami. (1983). Pranayama. Bombay: Popular Prakashan.
5. Mangal, S.K. (2007). Health and Physical Education. Ludhiana: Tandon Publications.
6. WHO. (1998). Life Skills Education for Children and Adolescents in Schools. Geneva: World Health Organization.
7. Yogendra, Dr. Jayadeva. (2005). Yoga for Children. Mumbai: The Yoga Institute.

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