

# Syllabus

**FACULTY OF EDUCATION**

**B. Ed. (Bachelor of Education)**

Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

**Jain Vishva Bharati Institute**

(Deemed to be University under section 3 of UGC Act, 1956)

**Ladnun-341306 (Raj.)**

**2015-16**

**100/-**

**Price: Rs.**

**B.Ed. (Bachelor of Education)**  
**Two Years Regular Programme**  
**BACHELOR OF EDUCATION (B.ED.) PROGRAMME**

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

**1. Introduction :**

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish in an environment that promotes value and technology based society.

**Duration:** The B.Ed. programme is full time two years programme.

**Eligibility:** A candidate who has passed B.Ed. degree from any recognized university and qualified PTET conducted by the Rajasthan Government for that year as per guideline of State Government.

**Objectives:**

- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

**Post Graduate (M. Ed.) and Under-Graduate(B. Ed.) Regulations on  
Adoption of Choice Based Credit System**

**1. Title and Commencement**

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations shall come into force from the academic year 2015-2016.

**2. Programmes Offered**

2.1 Post Graduate

M.Ed.

2.2 Under-Graduate

B. Ed.

### 3. Definitions

3.1 “Programme” is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester’s duration and a normal under-graduate programme shall be of four semester’s period.

3.2 “An Academic Year” consists of two semester’s Each semester will have 24 weeks for academic work, the odd semesters may be scheduled from as per admission process of B. Ed. (PTET) and M. Ed. (PMET) State Govt. rules.

3.3 “Course” is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome.

A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these.

Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical’s –P. Where

L- Stands for Lecture session.

T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.

P- Stands for practice session and it consists of hands on experience/laboratory experiments/ field experiments/case studies that equip students to acquire much required skill component.

In terms of credit, every one hour session of L (per week) amounts to I credit per semester and minimum of two hour session of T or P (per week) amounts to I credit per semester over a period of one semester of 24 weeks for teaching-learning process (inclusive of teaching and examination).

A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

#### **Different categories of courses are as follows:**

- **Core Course**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

(a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.

(b) Core Elective or Core Allied is a course that supports / strengthens the core compulsory.

- **Elective Course**

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

(a) Generic Elective Course add generic proficiency to the students and they are for the said discipline of study

(b) Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.

- **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

- (a) Compulsory Foundation Course add generic proficiency to the students belonging to all disciplines of study.
- (b) Elective Foundation Courses are value based and aimed at man making education.
- 3.4 A module means a course having independent entity.
- 3.5 ‘Unit’ means a course having independent part in a course.
- 3.6 “Credit” means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.
- 3.7 “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,B,C,D,E,F.
- 3.8 “Grade Point” is the weightage allotted to each grade letter depending on the range of marks awarded in a course.
- 3.9 “Credit Points” refers to the product of “Number of credit assigned to the course” and the grade point secured for the same course.
- 3.10 “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 points earned by students in all courses at the semester” and the “Total number of credit assigned to the courses” in the semester.
- 3.11 “Cumulative Grade Point Average” (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$CGPA = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

- 3.12 “Under Graduate Programmes” means Bachelor’s Degree Programmes labeled as B.Ed. etc.
- 3.13 “Post-Graduate Programmes” means Master’s Degree Programme labeled as M.Ed. etc.

**4. Credit Framework for Normal under Graduate Level Course ( B.Ed.) & Post Graduate Level Course (M. Ed.)**

4.1 The normal graduation (B. Ed.) programme and Post Graduate Programme (M. Ed.) shall have 22 credits per each course and per semester making total credits for whole programme as 88. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	22	22	22	22

## 5. Credit and Teaching Hours.

- 1 Credit = 1 hour Teaching  
1 Credit = 2 hour of Practical / Fieldwork  
4 Credit Course needs four hour Student Teacher contact in a week.

## 6. Units and Course

A course shall have Four units.

## 7. Credits and Marks

- 1 Credit = 25 marks

## 8. Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	40% - 49%	Pass	E
4	Dropped	Between 40%	Fail	

## 9. Performance Evaluation (Calculation)

**SGPA = ECG/EC for a Semester**

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

**CGPA = ECG/EC for all semester taken together.**

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

## 10. Promotion, Re-Admission and Time For Completion of Course

**Under Graduate Programmed (B. Ed.) and Post-Graduate Programme (M. Ed.)**

1. A candidate who has undergone a regular course of study in Semester I, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester II.
2. A candidate who has successfully completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for promotion to Semester III. He/she will be required to complete all courses of Semester II before migrating to Semester IV.
3. A Candidate who has undergone a regular course of study in Semester III, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester IV.
4. A candidate who has successfully completed all the course of Semester I and II but not all the courses of Semester III shall be eligible for promotion to Semester IV. He/she will be required to complete all courses of Semester III at the time of end semester examination of Semester IV.

5. A candidate will be allowed one blank semester continuously in case he/she may have to leave his/her study halfway due to unforeseen circumstances. However he/she may have to pay the prescribed registration fee as decided by university.
6. A candidate shall have maximum of 06 semesters (three academic years) for completion of a said programme in case he/she wishes to go at a slower pace. However he/she will have to pay the prescribed registration fee for each of the semester in addition to the course fee for the courses he/she avails during each semester.
7. The tentative/provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final Grade Card may be issued by the Registrar of the concerned university after a candidate has successfully completed all the courses of the said programme.

### **11. Provision for Appeal**

There shall be a provision for Appeal for a candidate who may be dissatisfied with the Grade he/she has been awarded. He/she can approach the Grievance Cell with the written submission. The appeal may be made for in Semester examination as well as the End of Semester examination. The Grievance Cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. The Grievance Cell may be set up as per the norms of the University/Institution.

### **Scheme of Examination**

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam, practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components :
 

▪ Attendance regularity	10 marks
▪ Class Tests	05 marks
▪ Assignments	10 marks
▪ Class Presentation/Seminar	05 marks
<b>Total</b>	<b>30 marks</b>
5. (a) For PG students to pass a semester, a student has to secure a minimum of 50% marks in aggregate and minimum of 40% marks in individual theory papers. A student has to pass in written examination and CIA separately. The student has to secure minimum 30% marks out of the total marks allotted for CIA.  
 (b) For UG students to pass a semester, a student has to secure a minimum of 36% marks in aggregate and minimum of 33% marks in individual theory papers. A student has to pass in written examination and CIA separately. The student has to secure minimum 30% marks out of the total marks allotted for CIA.  
 (c) A student failing in CIA will be given additional assignments in lieu of CIA which he/she has to clear before declaration of the results of that semester only than he/she will be entitled to take the admission in next semester or to complete his/her degree. Failing to do this, that student will be allowed to re-appear in the semester end examination after one year.
6. As regards to dissertation/practical/field work a student has to secure minimum 50% marks of the total marks allotted for dissertation/practical/field work.

7. A student willing for reevaluation in a particular paper has to apply in a prescribed format within fifteen days of the declaration of the result. A student will be allowed to apply for re-evaluation in maximum 50% of the total number of theory papers he/she appeared in the semester end examination.
8. A student failing in more than two theory papers in any semester examination he/she will not be allowed to appear in subsequent semester end examination and will have to take re-admission in the same semester.
9. A student will get a maximum of two chances to pass a particular semester.
10. **Evaluation Panel :**
  - CIA Concerned Two Subject teacher nominated by the HOD of the Department.

**Internship Evaluation Panel :**

- ❖ Pre-Internship :  
HOD & Concerned Subject Teacher
- ❖ Mid-Internship and Post Internship
  - HOD of the concerned Department
  - Departmental Supervisor/School Head Master/Principal of the School/  
Nominated School Teacher

**Final Lesson Panel : (Two Teaching Subject)**

- ❖ HOD of the concerned Department
- ❖ External Expert

**EPC Evaluation Panel :**

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal or External Subject Expert.
- Concerned Subject Teacher.

**ATTENDANCE**

- ❖ Students shall be required to be regular in their classes and attend not less than 75% of the aggregate of lectures/ tutorials/ practical of all compulsory/ optional/ honours and subsidiary subjects in order to be eligible to appear in the annual/semester examinations. Any student having less than 75% attendance will not be allowed to appear in the written examination.
- ❖ Attendance of the students shall be counted from the date of admission in the respective course.
- ❖ If a student is found to be continuously absent from the class without information for a period of 7 days or more his/her name shall be struck off the rolls.
- ❖ Request for relaxation in attendance on account of participation in the official functions or N.C.C., N.S.S., Institute Sports and other activities organized by the Institute must be sent to the Head of the Department/Principal within 15 days of the function/activity.
- ❖ However, shortfall of 5% attendance can be condoned by the Head of the Department /Principal on account of sickness provided by the student the sickness and fitness certificate from a Registered Medical Practitioner within seven days from recovery or on account of any other extenuating circumstances supported by documentary evidence. The conduct of the student will be highly recommended. Condonation upto another 5%, may be considered by the Vice Chancellor on account of any other circumstances provided that the request is duly supported by documentary evidence and strongly recommended by HOD/Principal concerned.

- ❖ It is mandatory for the students to be present on the last working day on the commencement of vacation and on the first day after the vacation. The student may seek prior permission from the Head of the Department concerned under the extraordinary circumstances.

### **RE-ADMISSION**

- If a student remains absent for consecutively seven days without leave/permission, his/her name shall be struck off the rolls by the Department concerned and it will be conveyed to the office of the competent authority on the same day or latest by the next day.
- Such a student may, however, apply to the Vice-Chancellor through Head of the Dept./Principal for re-admission within 7 days from the date of issuance of notice of struck off the name.
- The re-admission shall be effected as per norms by paying the normal admission fee and Rs. 300/- extra as a fine. If the name of the student is struck off on any other ground the same fee of re-admission would be applicable to him/her also.



**Bachelor of Education (B.Ed.)**  
**Semester I**  
**Distribution of Papers, Marks and Credit**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-01	C C - 01	Course -01	Childhood and Growing Up	70	30	100	4
BED-02	C C - 02	Course -02	Contemporary India and Education	70	30	100	4
BED-03	C C -03	Course -03	Language across the Curriculum	70	30	100	4
BED-04	C C -04	Course -04	Understanding Discipline and Subjects	70	30	100	4
BED-05	C C -05	<b>Practical E P C - I</b>	Reading and Reflecting on Texts	35 <b>Practical &amp; Viva-voce</b>	15	50	2
BED-06	C F -01	<b>Practical E P C - II</b>	Preksha Meditation & Yoga Education	35 <b>Practical &amp; Viva-voce</b>	15	50	2
BED-07	C F -02	<b>Practical E P C - III</b>	Value Education	35 <b>Practical &amp; Viva-voce</b>	15	50	2
		<b>Total</b>		<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical /Viva- voce	CIA	Total	Credit		
BED-08	C C -06	Course 5	Learning and Teaching	70	30	100	4		
BED-09	C C -07	Course 6	Assessment for Learning	70	30	100	4		
BED-10	C E -01	Course 7 a	Pedagogy of a School Subject - I Course 7a & 7b for <b>Any two of the following subject to offer</b>	70	30	100	4		
			1. Hindi					2. English	3. Sanskrit
			4. History					5. Civics	6. Social Science
			7. Economics					8. Geography	9. Home Science
			10. Physics					11. Biology	12. General Science
			13. Mathematics					14. Chemistry	15. Commercial Practice
			16. Bookkeeping					--	--
BED-11	C E -02	Course 7b	Pedagogy of a School Subject - II	70	30	100	4		
BED-12	C F -03	<b>Practical E P C- IV</b>	Peace Education and Human Rights	35 <b>Practical &amp; Viva- voce</b>	15	50	2		
BED-13	C C -08	Internship A	Pre- Internship	70 <b>Practical &amp; Viva- voce</b>	30	100	4		
		<b>Total</b>		<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>		

## Semester III

Sr. NO.	Course	Paper No.	Title of Papers	Theory/ Practical/V iva-voce	CIA	Total	Credit
BED-14	C C -09	Course 8 a	Knowledge and Curriculum -Part I	70	30	100	4
BED-15	C C -10	<b>Practical E P C - V</b>	Critical Understanding of ICT	35 <b>Practical &amp; Viva-voce</b>	15	50	2
BED-16	C C -11	<b>Practical E P C - VI</b>	Understanding the self	35 <b>Practical &amp; Viva-voce</b>	15	50	2
BED-17	C F -04	<b>Practical E P C - VII</b>	Introduction to Jainism	35 <b>Practical &amp; Viva-voca</b>	15	50	2
BED-18	C C -12	Internship - <b>B</b>	Mid Internship	90+90=180 <b>Two subject final lesson</b>	60+60 = 120	300	12
		<b>Total</b>		<b>355</b>	<b>195</b>	<b>550</b>	<b>22</b>

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit																		
BED-19	C C -13	Course 8 b	Knowledge and Curriculum -Part II	70	30	100	4																		
BED-20	C C -14	Course 9	Gender, School and Society	70	30	100	4																		
BED-21	C C -15	Course 10	Creating an Inclusive School	70	30	100	4																		
BED-22	E O -01	Course 11	<p>Optional Course*</p> <p><b>Any one of the following subject to offer</b></p> <p>1- Environmental Education            2- Health and Physical Education            3- Guidance and Counseling            4- Distance Education            5- An Additional Pedagogy Course</p> <p style="text-align: center;"><b>Or</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1. Hindi</td> <td style="width: 33%;">2. English</td> <td style="width: 33%;">3. Sanskrit</td> </tr> <tr> <td>4. History</td> <td>5. Civics</td> <td>6. Social Science</td> </tr> <tr> <td>7. Economics</td> <td>8. Geography</td> <td>9. Home Science</td> </tr> <tr> <td>10. Physics</td> <td>11. Biology</td> <td>12. General Science</td> </tr> <tr> <td>13. Mathematics</td> <td>14. Chemistry</td> <td>15. Commercial Practice</td> </tr> <tr> <td>16. Bookkeeping</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </table> <p style="text-align: center;"><b>Note : The same school subject an in course 7 but at the higher secondary level for students teacher with a PG Degree in that subject.</b></p>	1. Hindi	2. English	3. Sanskrit	4. History	5. Civics	6. Social Science	7. Economics	8. Geography	9. Home Science	10. Physics	11. Biology	12. General Science	13. Mathematics	14. Chemistry	15. Commercial Practice	16. Bookkeeping	--	--	70	30	100	4
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16. Bookkeeping	--	--																							
BED-23	C C -16	<b>Practical E PC - VIII</b>	Drama and Art in Education	35 <b>Practical &amp; Viva-voce</b>	15	50	2																		
BED-24	C C -17	Internship C	Post Internship	70 <b>Practical &amp; Viva-voce</b>	30	100	4																		
		<b>Total</b>		<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>																		

**Total papers : C C - 17, C F - 04, C E - 02, E O - 01 = 24 papers**

- ❖ **C I A (Continuous Internal Assessment)**
- ❖ **E P C (Enhancing Professional Capacities)**
- ❖ **C C (Core Compulsory)**
- ❖ **C F (Core Foundation)**
- ❖ **E O (Elective Open)**
- ❖ **C E (Core Elective)**

## Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-01	C C - 01	Course -01	Childhood and Growing Up	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To know the concept, methods & applications of Educational Psychology.
- ❖ To know the implication of Educational Psychology for school education.
- ❖ To know the concept of Growth & Development.
- ❖ To know the concept and developmental dimensions of childhood.
- ❖ To plan various activities to fostering imagination, creativity & interests at school level.
- ❖ To know about various aspect related to Cognitive, Emotional & Social development of learner.
- ❖ To aware about various activities for personality development & balanced mental health of a learner.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.

### Course Contents:

#### UNIT-I Educational Psychology and Development

- a) Educational Psychology : Concept, Methods & Applications
- b) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- c) Indian Psychology : Concept and its implication
- d) Growth & Development
- e) Cognitive development:- Piaget & Bruner

#### UNIT-II Childhood and Its Development

- a) Childhood : Its concept & characteristics
- b) Childhood : Physical, Mental, Emotional, Social & Moral Development
- c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- d) Childhood : Activities for Personality Development
- e) Childhood : Language Development

#### UNIT-III Adolescence and Its Development

- a) Adolescence : Its Meaning & Characteristics
- b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence : Activities for Personality Development
- e) Adolescence : Related Problems & Remedies
- f) Guidance & Counselling services in schools

#### UNIT-IV Learner : Psychological Dimensions & New Trends

- a) Personality : Concept, Types & Measurement
- b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- c) Creativity : Meaning, Development & Measurement
- d) Adjustment : Concept, Process & Mechanism
- e) Mental Health : Concept, Components & Scope

**Assignment Works : (Any one)**

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One term paper related to topics in above unit

**Practical Works : (Any one)**

- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

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16. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

## Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-02	C C - 02	Course -02	Contemporary India and Education	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able :

- ❖ To know social aspects of education and develop educational perspective.
- ❖ To solve prevailing problems of education in India.
- ❖ To understand the purpose, function and Role of education in nation building.
- ❖ To understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ To understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ To know social equity and equality of educational opportunities.

### **Course Contents:**

#### **Unit-I Concept and Nature of Education**

- a) Education : Concept, Nature, Objectives and Functions
- b) Role and problems of education in nation building
- c) Current educational provisions of education in India (One year)
- d) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

#### **Unit-II Social Aspects of Education**

- a) Sociology in education : Concept, Functions and Contribution
- b) Social change : Meaning, Definition, Factors and Effects of Education
- c) Social mobility
- d) Education and culture
- e) Role of education in development of social skills.

#### **Unit-III Progressive Development of Education in Terms of Commissions and Committees**

- a) Characteristics of ancient, medieval and british period of education.
- b) Radhakrishna Commission of Education (1948)
- c) Mudaliyer Commission of Education (1952)
- d) Kothari Commission of Education(1964)
- e) National education policy (1968 and 1986)
- f) Revised national education policy (1992)

#### **Unit : IV Programmes for Education**

- a) Issues and problems in prevailing education system at National and State level
- b) Right to Education Act 2009
- c) Sarva Shiksha Abhiyan and Mid day Meal Programme
- d) Rashtriya Madhyamik Shiksha Abhiyan
- e) Education as related to social equity and equality of educational opportunities

#### **Assignment Works : (Any one of following)**

- Write the educational contribution of any one Indian Thinker.
- Prepare a term paper on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.



**Practical Works : (Any one of following)**

- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management

**References :**

1. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York :John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
7. पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

**Semester - I**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-03	C C - 03	Course -03	Language across the Curriculum	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the nature and use of language.
- ❖ To develop the idea of Multilingualism in class room teaching.
- ❖ To create the sense of language and its flavor.
- ❖ To inculcate language skills among trainees.
- ❖ To evaluate skills creative writing and expression.
- ❖ To acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ To develop ornamental use of vocabulary in different curriculum.

**Course Contents:****Unit -I Language acquisition and development**

- a) Language : Concept, Meaning and Nature
- b) Language usages : Written, Oral, Role Playing with Communication
- c) 3 Language Policy : First (Mother tongue)
  - : Second (Foreign language)
  - : Third (Religious or classical language)
- d) Language development : From childhood to Adult stages.

**Unit -II Language Skills**

- Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- Narrative Text vs. Expository text
- LSRW (Listening, Speaking, Reading, Writing)
- Note making and creative writing (Essay, Application, Letter, Paragraph)

**Unit -III Language & Classroom Interaction**

- Expression : Public Speech, Lecture, Debating
- Multilingualism in classroom
- Summarizing and Reflection
- Errors and Correction of Language in class

**Unit-IV Vocabulary Building and Language Problems & its Remedies**

- New Structure and building of vocabulary
- Learning new vocabulary and Diagnostic Language Errors
- Language Phonemes & Identification of Sound Errors
- Remedial Programme for Language Development

**Assignment Works : (any one)**

- Write any one term paper
- Identify speech defect in classroom teaching

**Practical Works : (any one)**

- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

**References:**

- Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
- Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
- Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

**Semester - I**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-04	C C - 04	Course -04	Understanding Discipline and Subjects	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand language of various discipline.
- ❖ To develop expression of various language areas.
- ❖ To acquire Scientific study of language phonetics.
- ❖ To know the Scientific idea of science education.
- ❖ To apply the thought of social science language in their day today life.
- ❖ To develop interdisciplinary approach of language (Hindi/Sanskrit/English).

**Course Contents:****Unit- I Language and Disciplines**

- Meaning of discipline
- Characteristics of a discipline
- Inter- disciplinary approach

**Unit- II Language and Disciplines**

- History of language development (Hindi, Sanskrit and English)

- b) Language technology
- c) Language lab
- d) Phonetics science
- e) Introduction of Kalidas, Tulsidas and Shakespeare

**Unit- III Social Science and Discipline**

- a) History and game cricket
- b) History of woman empowerment
- c) New trends cultural in society
- d) Political socialization
- e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

**Unit- IV Science and Disciplines**

- a) Life sketch of scientists  
(Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- b) Science and sound
- c) Nutrition and balanced diet
- d) Human diseases
- e) Electricity and light

**Assignment Works : (Any one)**

- Write any one term paper
- Write a short note on Importance of Language in teacher

**Practical Works: (Any one)**

- Read and review an article
- Prepare a report on creative writing

**References :**

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publishing House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
3. अंग्रेजी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
4. विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

## Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voca	CIA	Total	Credit
BED-05	C C - 05	<b>Practical E PC - I</b>	Reading and Reflecting on Texts	35 <b>Practical &amp; Viva-Voce</b>	15	50	2

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

**Course Contents:**

### **Unit- I Introduction to Speech**

- a) Meaning , objectives, importance and types of speech.
- b) Describe an Idea and tips for effective speaking.
- c) Explain with stage of any self expression of any one guest.
- d) Demonstrate different types of speaking.

### **Unit- II Reading Comprehension**

- a) Enlist errors in reading among school students.
- b) Review of any two books with reading.
- c) Write the educational essence of any five stories and morale thought with reading.

### **Unit- III Writing Composition & Action Plan**

- a) Recite 15 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Read the biography of three philosopher/ educationist and write about it.

### **Unit- IV Effective Speech & Remedial Instructions**

- a) To identify the causes of ineffective speech and remedies for it.
- b) Instruction of proof reading.
- c) Prepare list of innovative vocabulary for speaking. (100 words).
- d) Construct speech related materials.

**Assignment Works :**

- One term paper on any topic related to above units.

**Practical Works :**

- Prepare a plan and organize any two activities related to above units.

## Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-06	CF - 01	<b>Practical E PC - II</b>	Preksha Meditation & Yoga Education	35 Practical & Viva- Voce	15	50	2

### अधिगम की उपलब्धि

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

### विषयवस्तु :

#### इकाई-1 प्रेक्षाध्यान

- a) प्रेक्षाध्यान का अर्थ, उद्देश्य, उपयोगिता
- b) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय
- c) प्रेक्षाध्यान का प्रयोग

#### इकाई-2 प्रार्थना सभा में जीवन विज्ञान का प्रयोग

- a) प्रेक्षाध्यान, महाप्राण ध्वनि, कायोत्सर्ग, दीर्घ श्वासप्रेक्षा एवं ज्योति केन्द्र प्रेक्षा (प्रयोग अभिव्यक्ति एवं प्रस्तुति)

#### इकाई - 3 योग एवं शिक्षा

- a) योग : स्वरूप, अष्टांग योग की उपयोगिता
- b) योग एवं शिक्षा का सह सम्बन्ध
- c) योग से सर्वांगीण विकास : पंचकोशमय जीवन

#### इकाई - 4 सूर्य नमस्कार की प्रक्रिया

- a) सूर्य नमस्कार की 12 स्थितियाँ
  1. प्रणामासन 2. हस्त उत्तानासन 3. पाद हस्तासन 4. अश्व संचालनासन 5. पर्वतासन
  6. अष्टांग नमस्कार 7. भुजंगासन 8. पर्वतासन 9. अश्व संचालनासन 10. पाद हस्तासन
  11. हस्ता उत्तानासन 12. प्राणामासन

#### सत्रीय कार्य :

- विषय से सम्बन्धित कोई दो टर्म पेपर तैयार करना।

#### प्रायोगिक कार्य :

- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

#### सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ

9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

### Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-07	C F - 02	<b>Practical E PC - III</b>	Value Education	35 Practical & Viva-Voce	15	50	2

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop good morale character through Value Education.
- ❖ To built good teacher through Value Education.
- ❖ To develop and understanding of Value Education strategies
- ❖ To consider the relation beetwen Value and personal behaviour affecting the achivement of sustainable future
- ❖ To reflect on your future awareness, commitment and actions
- ❖ To develop skills for using values clarification and values analysis in teaching

**Course Contents:**

#### **Unit-I Concept of Value Education**

- a) Value Education : Concept, Need, Nature and Sources
- b) Classification of values
- c) Views of NCFTE, 2009 for Value Education
- d) Celebration of Value based Activities for Promoting National Values

## Unit-II Components and Development of Values

- Human and Life Values
- Values in Environmental Education
- Values in Peace Education
- Prepare a test for Value Education

## Unit-III Role of Value Education and its Survey

- Mass Media in Value Education
- Co-curricular Activities for Promoting Value Education
- Family, School and Society in development of Values Education
- Role of Prayer Assessment Activities for Value Education

## Unit-IV Various Discipline of Value Education

- Values Education Through Language
- Identification of Value from different discipline (Minimum 10 values per subject)
- Enlisted 15 Values from your Teaching Subject

### Assignment works : [Anyone of the following]

- One term paper on any topic related with above Unit.

### Practical Works :

- Prepare the list of values of teachers in School.

### References :

- पाण्डेय, बृजेश, (2002), मूल्यपरक शिक्षा : वर्तमान परिदृश्य, भारतीय आधुनिक शिक्षा
- पाण्डेय, रामशक्ल, एवं मिश्रा, करुणा शंकर, (2006), मूल्य शिक्षण, विनोद पुस्तक मंदिर, आगरा
- मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक : 3-4, खण्ड 44-45
- मोदी, विकास, (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई
- राधाकृष्णन्, एस. : जीवन का आदर्श दृष्टिकोण
- लोढा, महावीरमल, (1996), नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- शर्मा, गणपतराय एवं व्यास हरिश्चन्द्र (2008), उदीयमान भारतीय समाज और शिक्षा, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- सक्सैना, एन.आर. स्वरूप व पाण्डेय, कामता प्रसाद (2004), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, आर. लाल. बुक डिपो, मेरठ

## Semester - II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-08	C C -06	Course 5	Learning and Teaching	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To acquire knowledge and understanding of learning and Teaching.
- ❖ To understand the theories of learning.
- ❖ To develop the skill of active engagement of students in teaching learning activity.
- ❖ To investigate differences and connections between learning in school and learning outside school.
- ❖ To inculcate the knowledge of teaching and its process.
- ❖ To understand learners, learning process and school.

## **Course Contents:**

### **Unit- I Learning: concept, theory and application**

- a) Definition of learning: Concept, Factors, Methods
- b) Theory of learning: Trial and Error
- c) Classical conditioning theory
- d) Operant conditioning theory
- e) Insightful learning
- f) Application of learning in classroom

### **Unit- II Teaching: concept , theory and application**

- a) Teaching. : Concept, characteristics, relationship between teaching and learning
- b) Theory: process, activity and product.
- c) Teaching as a complex activity.
- d) Analyzing teaching in diverse classrooms.
- e) Teaching as a profession.
- f) Level of teaching: memory, comprehension, reflection.

### **Unit- III Understanding learner and learning**

- a) Identify learners: need, interest, ability.
- b) Level of learner: Risk students and Average students.
- c) Active Students Engagement.
- d) Motivation through classroom learning.
- e) Cognitive learning : Piaget, Vygotsky, Bruner.
- f) Understanding learning : socio-cultural and out of school.

### **Unit- IV Learning and Teaching in classroom**

- a) Interpersonal relationship :Teacher vs learners
- b) Student- Teacher engagement : inside school vs outside school
- c) Dimensions of learning : knowledge , skills ,values, attitude and habits
- d) Self- esteem and freedom of learner
- e) Inquiry mode students participation
- f) Teaching: sensitization paralization

### **Assignment works : (any one)**

- Prepare a video lesson in the classroom teaching
- Listed 20 varieties of capture images and learning

### **Practical Works : (any one)**

- Study risk students and prepare a report
- Observe and prepare a classroom interaction analysis matrix

### **References:**

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## Semester - II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
BED-09	C C -07	Course 5	Assessment for Learning	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish measurement, assessment and evaluation.
- ❖ To explain different forms of assessment that aid student learning.
- ❖ To use wide range of assessment tools, techniques and construct these appropriately.
- ❖ To evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ To calculate item difficulty and discrimination power of a test item.
- ❖ To prepare a good achievement test on any school subject.
- ❖ To realize the importance of continuous and comprehensive evaluation in the process of students learning.

**Course contents :**

### Unit I - Assessment and Evaluation in Education

- a) Concept of measurement, assessment and evaluation
- b) Types, Need, scope and relevance of evaluation
- c) Principles of assessment and evaluation
- d) Test, scale and measurement
- e) Types of scale : nominal, ordinal, interval and ratio

## **Unit II -Tools and Techniques of Assessment and Evaluation**

- a) Characteristics of a good measuring instrument
  - Validity
  - Reliability
  - Usability
  - Norms
- b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
- c) Types of test items and its construction : subjective test items and objectives test item
- d) Diagnostic test construction and preparation of remedial materials
- e) Analysis of test items – item difficulty level and item discrimination power

## **Unit III -Trends in Assessment**

- a) Continuous and Comprehensive Evaluation
- b) Marking system vs Grading system
- c) Semester system (C B C S) Choice Based Credit System
- d) Open book examination and question bank

## **Unit IV - Basic Statistics in Evaluation**

- a) Measure of Central Tendency:
  - Mean
  - Median
  - Mode
- b) Measure of variability
  - Range
  - Quartile Deviation
  - Average Deviation
  - Standard Deviation

### **Assignment Works: (any one)**

- Prepare an achievement test of any school subject of secondary school.
- Write two term paper with in the content

### **Practical Works: (any one)**

- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Hindi</b>	70	30	100	4

**अधिगम उपलब्धि : इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।**

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

**विषय वस्तु :**

**इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध**

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

**इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण**

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

### **इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन**

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विधाओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

### **इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन**

- (अ) अभिक्रमित अनुदेशन विधि
- (ब) आगमन–निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्टीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

### **सत्रीय कार्य – किसी एक विषय पर**

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना

### **प्रायोगिक कार्य :**

- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject -I - II <b>English</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To know about various basic application of grammar
- ❖ To explain the place of English language in India.
- ❖ To describe English as a Second language in the multi -lingual country like India.
- ❖ To explain different methods of teaching English.
- ❖ To apply different teaching skills in the class room.
- ❖ To develop lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

**Course contents:**

### **Unit- I Basic English Grammar & it's Application**

- a) Parts of speech
- b) sentence pattern, Types
- c) Tense and verb patterns
- d) Preposition
- e) Voice change

### **Unit - II Place, importance and objectives of English as a second language:-**

- a) Importance of English language: comprehension of English and mother tongue based learning.
- b) Position of English: Pre & post Independence in India.
- c) Status of English in Indian school curriculum
  - Second language
  - First language
- d) English language teaching: problems & issues
  - Library language
  - Window on the world
  - Medium of instruction
- e) Aims and objectives teaching English at different levels.

### **Unit- III Methods, Approaches and Strategies:**

- a) Grammar-cum-Translation method
- b) Direct method , Audio- lingual and Bilingual method
- c) Structural approach and Communicative approach
- d) Collaborative learning and Dramatization.
- e) Strategies: Language games, Puzzles, role playing, concept mapping

### **Unit- IV Developing Language skill:**

- a) Teaching Prose, Poetry, Story and Grammar.
- b) Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
- c) Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)

**Assignment Works :**

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.

**Practical Works :**

- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

**References :**

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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject -I - II <b>Sanskrit</b>	70	30	100	4

### अधिगम उपलब्धियाँ :

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

### विषय वस्तु :

#### इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य।

- (अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता।
- (ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र।
- (स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन।
- (द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन।
- (य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री।

#### इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान।

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त।
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) संधि –
  - अच् सन्धि – इकोयणचि, एचोऽयवायाव ; अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि।
  - हल् सन्धि – स्तोः श्चुर्नोश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः।
  - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः।
- (द) समास – अव्ययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह।

#### इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ।

- (अ) गद्य शिक्षण
- (ब) पद्य शिक्षण
- (स) व्याकरण शिक्षण
- (द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

#### इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन।

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
  - प्रत्यक्ष विधि
  - संग्रन्थन विधि
  - आगमन निगमन विधि
  - विश्लेषणात्मक विधि
  - अनुवाद विधि/भण्डारकर विधि
- (ब) इकाई योजना
- (स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

### सत्रीय कार्य : (किसी एक विषय पर सत्रीय कार्य करना)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।

### प्रायोगिक कार्य :

- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

### संदर्भ ग्रन्थ :

1. गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
2. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
3. मित्तल, सन्तोष (2004), संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
4. पाण्डेय, रामशकल (2003) संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
5. शर्मा, रीटा, जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर - 302003
6. शर्मा, प्रभा (2006), संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।
7. शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
8. सफाया, रघुनाथ (1997), संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
9. साम्ब शिवमूर्ति, कम्भभपाटि (2009), संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
10. सिंह, कर्ण (2004), हिन्दी शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी।
11. सिंह, सत्यदेव एवं शर्मा, शशिकला (2004), संस्कृत शिक्षण, इण्टरनेशनल हाऊस, मेरठ।

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject -I - II <b>History</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To enable the Student teacher to understand the nature, scope and importance of learning history at secondary.
- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To develop knowledge about the basic principle governing the construction of history curriculum and develop the ability history curriculum and develop the ability to organize Co-curricular activities and community resources for promoting history learning.
- ❖ To develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- ❖ To develop the skill to plan for instruction and the instructional support , materials.
- ❖ To develop the skill needed for diagnostic testing and remedial teaching.



## Course Contents:

### Unit- I Meaning, Nature and Curriculum of Teaching History

- Concept and Objective of Teaching History of the Secondary Stage.
- Correlation of History with other school subject.
- Principle of Curriculum Teaching History.
- Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric.

### Unit- II Methods and planning in Teaching History

- Lesson plan and Unit plan
- Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
- History Teacher-professional growth in change's
- Teaching Aids- meaning, Type's and importance

### Unit- III Evaluation of Teaching History

- Concept of Evaluation
- Purpose of Evaluation in Teaching History
- Types of Evaluation (Essay Types, short Answer Types and Objective Types)
- Blue-Print & Construction of Achievement Test in History

### Unit- IV Methods in Teaching History

- Programmed instruction method.
- Team-Teaching
- Panel discussion
- Field trip

### Assignment Works: Any one of the following

- Term paper
- Historical study of a place of Local Important
- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level

### Practical works: Any one of following

- Preparing a Scrap-book on any one aspect of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20<sup>th</sup> Century at your locality based on interview

### References:

1. Allen. J.W., (Black Wood-1909), The Place of History in Education, Chapter 2& 3
2. Burshon W.H., (Mathuen 1963), Principles of History Teaching, Chapter 1&10
3. Clarke F. (Oxford-1929), Foundation of History Teaching, Chapter 2
4. Drummond H. A., (Harrap-1929), History in Schools, Chapter 2&3
5. Gunning, Dennisa (1978), The Teaching of HHistory, Goom Helm Ltd., London
6. Khan, S.V., (1998), History Teaching Problems, Prospective and Pospsect, Heera, N. Delhi
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8. अग्निहोत्री रवीन्द्र, (2007), आधुनिक भारतीय शिक्षा समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
9. कक्षा 6 से 12 तक इतिहास की पाठ्यपुस्तकें (2014), एन.सी.आर.टी., नई दिल्ली
10. जोशी दिनेशसिंह, मेहता चतरसिंह (2007), शिक्षक प्रशिक्षण के सिद्धान्त और समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2007
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12. भट्टाचार्य, जे. सी., (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
13. रुहेला, एस. पी., (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
14. रुहेला एस.पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
15. सिडाना, अशोक, पी.एन. मेहरोत्रा (2005), सामाजिक अध्ययन शिक्षण, शिक्षा प्रकाशन, जयपुर

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Civics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the concept, nature & scope of civics.
- ❖ To understand the aims and objectives of teaching civics.
- ❖ To prepare unit plans and lesson plans for different classes.
- ❖ To apply appropriate methods and techniques of teaching civics.
- ❖ To develop competencies in teaching of civics.

**Course Contents:**

### **Unit- I Theoretical Perspective of Civics Teaching**

- a) Meaning & Development of Civics.
- b) Nature, Scope & Developing Critical Thinking about Civics.
- c) Role of Civics in Promoting International Understanding.
- d) Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary. Secondary & High Secondary.

### **Unit- II Planning of teaching & Evaluation**

- a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- b) Audio Visual Aids.
- c) Innovation
- d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

### **Unit- III Methods of teaching Civics**

- a) Lecture Method
- b) Project Method
- c) Problem Solving Method
- d) Programme Learning
- e) Team Teaching
- f) Discussion Method, Demonstration

### **Unit- IV Curriculum Planning & Activities**

- a) Selection & Organization Content at Various Levels
- b) Fundamental Principal of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) Planning a Civics Studies Room

**Assignment works : any one of the following**

- Write an essay on any political problem.
- One term paper solve.
- A critical study of any one aspect of the constitution or one of its amendments.

**Practical works : any one of the following**

- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

## References :

1. त्यागी, गुरुसरन दास (2007), नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मंदिर, आगरा।
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4. मिश्रा, महेन्द्र (2008), नागरिक शास्त्र शिक्षण, यूनिवर्सिटी बुक हाउस।
5. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 6 से 12 की पुस्तकें।
6. सक्सैना, सरोज (2008), नागरिक शास्त्र शिक्षण, साहित्य प्रकाशन, आगरा।
7. सक्सैना, राधारानी एवं गोदिका एवं साधना, बघेल रामप्रकाश, नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
8. सफाया, शुक्ला, भाटिया (2006), शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग।
9. सिंह, रामपाल (2004), शिक्षा एवं उदीयमान भारतीय समाज, विनोद पुस्तक मंदिर, आगरा।
10. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. बी. नागिया।

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Social Science</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To enable the student teacher to appreciate the need for learning social science .
- ❖ To help them to understand the place of social science in the secondary school curriculum.
- ❖ To develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills needed for teaching of social science.
- ❖ To develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ To acquire the ability to develop instructional support materials.
- ❖ To review the text –book of social science (secondary level).

## Course Contents:

### Unit -I Meaning nature and scope of social science

- a) Historical Development of Social Science
- b) Modern Concept, Nature and Scope of Social Science
- c) Importance of Teaching Social Science at Different Levels of Secondary
- d) Correlation of Social Science with Other School Subject
- e) Aims and Objectives of Teaching Social Science at Different Level

### Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

- a) Different Approaches to Organizing Social Science
  - Chronological
  - Biographical
  - Concentric
- b) Characteristics of Good Text Book

- c) Planning a Social science Room
- d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
- e) Planning for Teacher of Social science
  - Annual plan
  - Unit plan
  - Lesson plan

**Unit - III Methods of Teaching Social Science**

- a) Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
- b) Team Teaching
- c) Panel Discussion , Seminar and Workshop
- d) Field Trips
- e) Programmed Instruction

**Unit - IV Use of Instruction Material and Evaluation in the Social Science**

- a) Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.
- b) Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .
- c) Concept, Importance and Purpose of Evaluation in Social Studies.
- d) Construction of Blue Print and Achievement Test in Social Science

**Assignment works : any one of following**

- Studying historical monuments available locally and writing report on it
- Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on currents social issues
- Term paper any two topic

**Practical works : any one of the following**

- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching ( e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

**References :**

1. Agrawal, J.C., Teaching Social Studies, Vikas Publishing House, Put. Ltd., Delhi, 1989.
2. Bining, A.C. and Brining, D.H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
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4. Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
5. Kaushik, Vijay kumar, Teaching of Social Studies in Elementary School, Anmol Publication, New Delhi.
6. Kochher, S.K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Economics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

**Course Contents:**

### **UNIT-I Concept of Economics**

- a) The Place of Economics in School Curriculum.
- b) Aims and Objectives of Teaching Economics at the Secondary Level
- c) Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

### **UNIT-II Principle of Curriculum Planning**

- a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
- b) Curriculum Planning and Activities.
- c) Evaluation of Text-books in Economics at the School Level:
  - Criteria of Good Text-book
  - Assignments, Exercises, Glossary and Summary in the Text
- d) Maxims and Principles of Class-room Teaching.
- e) Class-room Observation.

### **UNIT-III Planning and Methods of Teaching Economics**

- a) Lecture Method.
- b) Project and Problem Solving Method.
- c) Discussion Method.
- d) Inductive and Deductive Method.

- e) Unit and Daily Lesson Plannings
- f) Teacher's Role and Attitude

**UNIT-IV Instruction Material and Evaluation in Economics**

- a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- b) Importance and Concept of Evaluations,
- c) Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.
- d) Blu Print
- e) Preparation, Administration and Scoring of Unit Test.

**Assignment Works :**

- Preparation of two teaching aids related to subject. (PPT Transparency)

**Practical Works : Any one of the following :**

- Review of two published papers related to subject.
- Review of a text-book at school level.

**References :**

1. Arora, P. N.; Evaluation in Economics, NCERT, New Delhi, 1985
2. Arora, P. N. & Shori, J. P.; Open Book Examination Questions in Economics, NCERT, New Delhi, 1986
3. Bining and Bining, Teaching of Social studies in secondary schools.
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Geography</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

**Course Contents:**

### Unit- I Concept and Objectives

- a) Development of Geography, Modern concept and new trends of Geography.
  - Its place in schools curriculum.
  - Its importance in day to day life and International understanding
- b) Correlation of Geography with other school subjects.
- c) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

### UNIT- II Curriculum planning in Geography

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selection and organization of content according to learners level.
- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

### UNIT- III Methods, Planning for teaching and role of teacher

- a) Annual plan,
- b) Unit plan methods,
- c) Daily lesson plan
- d) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- e) Qualities, Role and professional growth of Geography teacher

### UNIT-IV Use of Instructional Material and Evaluation in Geography

- a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.

- c) Evaluation of achievements in Geography.
- d) Construction of achievement test.
  - Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.)
  - Blue- Print, preparation of question paper and item analysis.

**Assignment Works: - Any one of the following :**

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography
- Critical appraisal of geography syllabus at secondary level.
- Construction of objective type test items.

**Practical Works: Any one of the following :**

- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

**References :**

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4. Fairgrieve, J. . (1937), Geography in school, London, University Tutorial Press
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Home Science</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like as Aims, Objectives, Approaches, Methods, Blue print and Assessment.
- ❖ To stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.
- ❖ To analyze school syllabus of the subject in relation to its applicability in local situations.

**Course Contents:**

### **Unit- I Theoretical Perspective of Home Science**

- a) Concept, Nature and Scope of Home science
- b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
- c) Vocational skill Development through Home science teaching
- d) Aims and objectives of Home science teaching

### **Unit- II Planning, Curriculum & Evaluation**

- a) Planning : Concept, Types and Significance
- b) Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented
- c) E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health
- d) Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- e) Blue print construction, Continuous & Comprehensive Evaluation in Home science

### **Unit- III Approaches and methods : Concept, Process, Scope and limitations :**

- a) Constructivist approach
- b) Problem solving method
- c) Project method
- d) Experimental method
- e) Dalton method and Dramatization

### **Unit- IV PublicIssues and Home Science**

- a) Food & nutrition – classification, composition and functions, Dietary management for diseases, food preservation
- b) Human development & child care – Reproductive health and child care, Life span stages and related problems
- c) Textile & clothing : Fashion Designing, Principles of clothing construction, Fabric finishing etc.
- d) Community related issues: Women Empowerment , Consumer protection & Rights, Human welfare, Extension programmes & skill development

**Practical works: (Any two of the following)**

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food, clothing, textiles, household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report

**Assignment Works:**

- Construct a project related to recent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

**References:**

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**Semester II**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Physics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ To develop scientific attitude and provide training in scientific method to their student.

- ❖ To write objectives in behavioural term content analysis and content mapping .
- ❖ To develop yearly plan, unit plan and lesson plan.
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and classroom situation.
- ❖ To prepare test paper for theory and practical work.

### **Course Contents:**

#### **Unit- I Nature Scope & Curriculum**

- a) Nature of science and physics, major milestones in the development of physics
- b) Aims, objectives and values of teaching physics at secondary and senior secondary level
- c) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
- d) Correlation of physics with other school subjects and its role in daily life
- e) Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

#### **Unit- II Planning for Instruction and Role of Teachers**

- a) Writing of objectives in behavioural terms, content analysis.
- b) Developing yearly, unit and daily lesson plan.
- c) Teachers role in training students in scientific method and in development of scientific attitude.
- d) Qualities, responsibilities and professional growth of physics teacher.
- e) Creativity among students.

#### **Unit- III Methods and Approaches of Teaching Physics**

- a) Demonstration method, heuristic method, inductive-deductive method.
- b) Laboratory method, Project method, problem solving method, assignment method.
- c) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
- d) Co-curricular activities like science club, science fairs and field trip.
- e) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

#### **Unit- IV Evaluation**

- a) Types of test items.
- b) Construction of various test items.
- c) Preparation of blue print and achievement test.
- d) Diagnosis and remedial teaching in physics, enrichment material.
- e) Evaluation and practical work in physics.

#### **Assignment works :**

- Planning of an out of class activity to use local environment to teach physics.
- Life sketch of any two modern physicists.
- Essay related to a topic prescribed in the paper .

#### **Practical works :** (Any one of the bellow)

- Case study of any one senior secondary lab of physics.
- Conducting and reporting three experiments useful at secondary level.
- Description of design of any improvised apparatus.

#### **References :**

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
2. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Biology</b>	70	30	100	4

**Learning outcomes:** After completion of this course the student teacher will be able to :

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To understand the principles of curriculum, planning and E-resources in Biology.
- ❖ To know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To construct Blue Print, Diagnostic test and remedial self learning material and conduct CCE procedure.

### Course Contents:

#### Unit- I Theoretical Perspective of Biology

- a) Meaning , Nature and Scope of Biological science and its branches
- b) Historical Development of Biological science
- c) Development of values through Biology teaching
- d) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
- e) Developing and significance of Scientific Temper through activities
- f) Aims and Objectives of Biological teaching
- g) Writing Objectives in Behavioral terms and Content analysis

#### Unit- II Curriculum and Planning

- a) Concept and principles of curriculum
- b) Models and approaches related to curriculum organization
- c) Recent curriculum innovations in context of National Curriculum Framework (NCF)
- d) Planning : Concept, Types and Importance
- e) Co- Curricular activities- Excursion, Science fair, Science club
- f) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

### **Unit- III Methods and Approches**

- a) Herbertian & Constructivist approach (Five 'E' model)
- b) Co- operative learning approach
- c) Inquiry training model & its application
- d) Maier's Problem solving approach
- e) Inductive and Deductive methods
- f) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

### **Unit- IV Measurement and Evaluation**

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Dignostic test and Remedial lerning material
- e) Continuous and Comprehensive Evaluation in biology

### **Assignment Works :**

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.

### **Practical works : (Any one of the following)**

- Poster Presentation/ Drama on various issues related to community awareness about biodiversity
- Organization of exploratory activities to develop scientific attitude and temper

### **References:**

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- 2 Gear, T. L., The Teaching of Biology in Secondary Schools.
- 3 Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>General Science</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To appreciate the contribution of eminent Indian scientists in connection with the development of the subject.
- ❖ To familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- ❖ To plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- ❖ To identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- ❖ To develop a broad understanding of the principles and procedures used in modern science education.
- ❖ To prepare test paper for evaluation.

**Course Contents:**

### **UNIT- I Concept and Nature of General Science**

- a) Science : concept, nature and scope
- b) Correlation of science with other subjects
- c) General Science and its importance in school curriculum.
- d) Inquiring influence of science on man and environment.
- e) Scientist and their professional achievement.

### **UNIT- II Aims Objectives and Curriculum**

- a) Writing aims and objectives in behavioural term.
- b) Developing yearly, unit and daily lesson plan.
- c) Principle of curriculum construction in General Science.
- d) Teachers role in training students in scientific method and scientific attitude.
- e) Professional growth of General Science teacher.

### **UNIT-III Methods of Teaching General Science**

- a) Lecture method, Demonstration method
- b) Inductive-deductive method
- c) Project method, problem solving method
- d) Laboratory method, Assignment method
- e) Heuristic method

### **UNIT- IV Activities and Evaluation**

- a) Science laboratory
- b) Teaching aids in General science- OHP, LCD Projector , Television.
- c) Co curricular activities, Science club, Science fair
- d) Evaluation : concept and importance
- e) Preparation of blue print and test paper construction.

**Assignment Works :**

- Make a list of practicals related to secondary science curriculum.
- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.

**Practical Works :** (Any one of the bellow)

- Make a visit at any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

**References :**

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Mathematics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ To learn successfully various approaches of teaching mathamethics and use them judiciously.
- ❖ To know the methods of planning instruction for the classroom.
- ❖ To prepare curricular activities and organize the mathematics Laboratory.
- ❖ To appreciate and organize activities to develop aesthetics of mathematics.
- ❖ To give competence in teaching different mathematics topic effectively

**Course Contents:**

**Unit- I Concept meaning and objectives of mathematics.**

- a) Concept, meaning and nature of mathematics
- b) History of mathematics
- c) Contribution of Indians and western mathematics.
- d) Aims and objectives of teaching mathematics
- e) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive , Affective, psychomotor domain)

**Unit- II Methods and approaches of teaching mathematics.**

- a) Inductive vs. Deductive
- b) Analytical vs. synthesis
- c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
- d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

**Unit- III Planning for instruction and curriculum.**

- a) Curriculum development principle for the secondary and senior secondary level.
- b) Teaching of Arithmetic, algebra and Geometry
- c) Text book in mathematics, Quality of good book in mathematics.
- d) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
- e) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

**Unit- IV Evaluation in teaching mathematics:**

- a) Academic testing – objective vs. subjective type test.
- b) Diagnostic evaluation in mathematics.
- c) Preparation of blue print and achievement test.
- d) Preparations of standardized vs. teacher made test in mathematics.
- e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.



**Assignment Works :**

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.

**Practical works :** (Any one of the bellow)

- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

**References :**

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
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**Semester II**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Chemistry</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop a broad understanding of the principles and procedures used in modern science specially in chemistry.
- ❖ To develop essential skill for practising modern science education.
- ❖ To understand aims and objectives of chemistry.
- ❖ To gain ability for critically evaluate the existing syllabus of science.
- ❖ To prepare achievement test and diagnostic test.
- ❖ To enable him to organize co-curricular activities related to science.
- ❖ To appreciate the contribution of world scientist in connection with historical development of chemistry.

**Course Contents:****UNIT-I Nature and Scope**

- a) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
- b) Values of Teaching Chemistry
- c) Scientific Attitude, Scientific Literacy
- d) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
- e) Globalisation and Chemistry

## **UNIT-II Curriculum planning and activities**

- a) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
- b) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library
- c) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

## **UNIT-III Methods and approaches of teaching**

- a) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method
- b) Panel Discussion. Seminars and Workshop Laboratory Method.
- c) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
- d) Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safety measures in Laboratory

## **UNIT-IV**

- a) Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedagogical Analysis
- b) Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution
- c) Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test
- d) Achievement and Diagnostic Test

### **Assignment Works :**

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of Secondary class

### **Practical Works :** (Any one of the bellow)

- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

### **References :**

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
4. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
5. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Handbook of activities Class-VI-VIII
7. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
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9. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
10. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Commercial Practice</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To help the student to acquire the basic understanding in the field of commerce education.
- ❖ To develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ To develop the ability to critically evaluate existing school syllabus and text book.
- ❖ To impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- ❖ To develop the ability of preparing an achievement test.
- ❖ To develop commercial efficiency among students.

### Course Contents:

#### Unit - I Concept of teaching commerce

- a) Meaning, nature and scope of commerce education.
- b) Aims, objectives and values of teaching commerce at senior secondary level.
- c) The place of commerce in education.
- d) Qualities of commerce teacher, role and professional growth.

#### Unit - II Planning of Teaching Commerce

- a) Unit plan and daily lesson plan.
- b) Maxims of teaching.
- c) Devices of teaching commerce.
- d) Classroom observation

#### Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :

- Analytic & Synthetic method
- Socialised Recitation Method
- Team teaching
- Programmed instruction method
- Project Method

#### Unit - IV Instructions Material and Evaluation in Commerce Education

- Importance of teaching aids for effective instruction commerce education.
- Different audio-visual equipment and material used commerce education.
- Evaluation in commerce importance, type of tests essay, short answer and objective type.
- Blue print.
- Construction of Achievement Test.

#### Assignment Works :

- Content Related subject topic

#### practical works :

- Preparation any two teaching aids (Model, P.P.T.,

#### References :

- Bhorali devadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd. New delhi
- Gortside .L. (1970), Teaching business subject, the modern approach made and printed in great Britain by the Garden press Ltd. Leteworth , Hert ford shire
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- Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
- Neeb W.B. (1965), modern business practice, The Ryerson press Toronto
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### Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED 10-11	C E 01-02	Course 7a-7b	Pedagogy of a School Subject - I - II <b>Book-keeping</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To acquire the basic understand of teaching of Book–keeping and Accountancy.
- ❖ To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ To develop the ability to critically evaluate the existing school curriculum of Book–Keeping.
- ❖ To impart Knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- ❖ To apply appropriate methods and devices of teaching Particular topics for Book – Keeping.
- ❖ To prepare achievement and diagnostic Tests.
- ❖ To develop necessary skill in preparation of using various teaching aids.

#### Course Contents:

#### Unit- I Meaning and scope of Book–keeping and Accountancy

- Meaning and scope of book–Keeping and Accountancy. it's value and Importance in Social Life.
- Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.
- Teachers Role and Attitude.

## **Unit - II Planning of Teaching Book-keeping and Accountancy**

- a) Unit plan
- b) Lesson plan
- c) Annual plan
- d) Maxims and principle of classroom teaching
- e) Classroom observation

## **Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy**

- a) Teaching Approches of Book-keping and Accountancy
- b) Journal Approach, Ledger Approach
- c) Cash book Approach, Equation approach
- d) Text book–keeping and accountancy their importance Criteria for selection of text book.  
Reference book and Journal.
- e) Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

## **Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy**

- a) Audio-visual aids in teaching Book-Keeping and accountancy  
computer.(tally)Internet
- b) Evaluation of students performance
- c) Blue Print
- d) Construction of Achievement Test

### **Assignment Works :**

- Content related to subject topic

### **Practical works :**

- Any one subject topic

### **References :**

1. Agarwal. J.C.: Teaching of Commerce.
2. Boynton Lewwis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnanti. Ohio.
3. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
4. Harvey: Ways to teach Book – Keeping and Accounting.
5. J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
6. Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
7. Selby: The teaching of Book- Keeping
8. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York.
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10. Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir Isaac Pitaman. London.
11. जैन.के.सी. एस: वाणिज्य शिक्षण
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## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 12	C F -03	<b>Practical E P C - IV</b>	Peace Education and Human Rights	35 Practical & Viva-Voce	15	50	2

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop the understanding and awareness of human rights, duties and co-existence of all living beings.
- ❖ To help them to understand the methodology of behavioral modification through training in non-violence.
- ❖ To enable the teacher student to identify and understand the role of peace education vis-à-vis the aim of transforming the prevalent society in a peaceful state.
- ❖ To acquaint teacher, students with the various perspective of environment ethics and help them to reframe their life style for a harmonious relation with nature.

**Course Contents:**

### **UNIT-I Non-violence and Peace**

- a) Conceptual Development.
- b) Training in Non-violence Action
- c) Non- violent Resistant with Examples of Victory without violence.
- d) Peace organization

### **UNIT-II Human Right**

- a) Conceptual Development of Human Right.
- b) Human Rights Survey in Schools
- c) Problem of Violation of Human Right.
- d) Right to peace, Development, Share the Heritage

### **UNIT-III Peace Education**

- a) Concept and development of Peace Education.
- b) Value Education Demo
- c) Legitimacy and limitation of peace Education.
- d) Promoters of Peace Education

### **UNIT-IV Harmony with Nature**

- a) Relation between Human and Nature
- b) Environment Sustainability
- c) Environmental Issues
- d) Environmental Movements.

**Assignment works :**

- Preparation of one Assignment on Harmony with Nature or on Conceptual Development of Nonviolence.

**Practical works :**

- Organise a workshop for school students for the life style modification.

**References :**

1. Acharya Mahaprajna (1998), Ahimsa ke Achhote Pahloo, JVB, Ladnun.
2. Acharya Mahaprajna, Democracy, Social Revolution through Individual Transformation, JVB, Ladnun.
3. Anil Dhar (2011), Human Rights, Peace and Gandhian Philosophy (Hindi), JVBI, Ladnun.
4. Anil Dhar (2014), Peace Movement in Post Gandhian Era, JVBI, Ladnun.
5. Devi Prashad (1984), Peace Education or Education for Peace, GPF, New Delhi.
6. Doris Hunter and Krishna Mallick (1990), Non-violence : A Reader in the Ethics of Action, G.P.F., New Delhi.
7. Human Rights in India (1993), Amnesty International Publications, New Delhi.
8. Jawahar L. Kaul (1998), Human Rights : Issues and Prospectives, Regency Publications, New Delhi.
9. Prof. Raja Mutthirulandi (1998), Human Rights, Soorya Pathippakalm, Tiruchirappalli.
10. R.P. Mishra (1993), Environmental Ethics, Gandhi Bhawan, New Delhi.
11. Talesra and Pancholy (2003), Human Rights and Education (Hindi) Ankur Pub., Udaipur.
12. Talesra and Pancholy (2001), Human Rights Education (Edited) and Nagda, Regency Publication, New Delhi.

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED - 13	C C -08	Internship - A	Pre - Internship	35 Practical & Viva-Voce	15	50	2

### Pre-Internship distribution

Sr. No.	Contents	Theory/ Practical/ Viva-voce	C I A	Total
1.	<b>Skills Focused Teaching</b> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Questioning</li> <li>➤ Black Board</li> <li>➤ Reinforcement</li> <li>➤ Stimulus Variation</li> <li>➤ Communication</li> <li>➤ Personality Development etc.</li> </ul>	15	05	20
2.	<b>Comprehensive School Teaching</b> <ul style="list-style-type: none"> <li>➤ Demonstration Lesson Plan</li> <li>➤ Lesson based on Various Approaches Method, such as -- <ul style="list-style-type: none"> <li>○ Co-operative Learning</li> <li>○ Activities Based Approach</li> <li>○ Team Teaching</li> <li>○ Project Method</li> <li>○ Brain Storming</li> <li>○ Task Based</li> <li>○ Programme Instruction etc.</li> </ul> </li> </ul>	25	15	40
3.	Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids	10	05	15
4.	School Activities <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ Cultural</li> <li>➤ Literacy</li> <li>➤ Yoga Exercises</li> </ul>	20	05	25
		70	30	100



## Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 14	C C -09	Course 8a	Knowledge and Curriculum - Part I	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.
- ❖ To evaluate the relevancy of curriculum.
- ❖ To describe various approaches to curriculum construction.

**Course Contents:**

### **Unit- I Knowledge and Curriculum Concept**

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

### **Unit- II Bases of curriculum**

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

### **Unit- III Types of curriculum**

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum
- d) Hidden Curriculum

### **Unit- IV National curriculum**

- a) Concept and definition of National curriculum
- b) Curriculum reform in India
- c) Characteristics of National curriculum
- d) Design of national curriculum

**Assignment Works : (Any one of the following)**

- One term paper on the topic related with the unit.
- Preparation of any one term paper on curriculum .

**Practical Works : (Any one of the following)**

- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

**Referances :**

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837 / 24, प्रहलाद गली, अंसारी रोड़, दरियागंज, नई दिल्ली-2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
12. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
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15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi t
BED - 15	C C -10	<b>Practical E P C - V</b>	Critical Understanding of ICT	35 Practical & Viva-Voce	15	50	2

**Learning Outcomes:** After completion of this course the students will able:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

**Course Contents:**

**Unit - ICT Fundamental**

- a) ICT : Concept, Characteristics, IMportance and Critical
- b) Smart Class, Virtual class, Lab, Digital books.
- c) T.V. Use in Classroom, Projector use in Classroom, Mobile use in Classroom, Use of Printer

**Unit - II Learning & Web Based Learning**

- a) E-learning
- b) web Based Learning
- c) Peer Learning, Co-operative Learning, Group Larning, Project Based Learning

**Unit - III MS Office**

- a) MS- word (Text management)
- b) MS-Excel (Preparation Marksheet)
- c) Power Point (Preparation of Slide)

**Unit - IV Internet and Multimedia**

- a) E-mail, Chat
- b) Searching, Downloding and Uploding
- c) Concepts of Multimedia and its Education Uses.

**Assignment Works :**

- Prapare one term paper on any topic related to above units.

**Practical Works :**

- Prepare power point presentation on any two topics related to above units.

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 16	C C -11	<b>Practical E P C - VI</b>	Understanding the self	35 Practical & Viva-Voce	15	50	2

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop knowledge about self
- ❖ To acquire the skill of Introspection & Contemplation

**Course Contents:** (Any five)

- 1 Concept, characteristics and needs of understanding the self.
- 2 Self mental ability (Memory, Imagination and Reflection) practice for fostering these activities.
- 3 Identification of self values and develop life values.
- 4 Inculcate humanitarian values through yoga and Preksha dhyana.
- 5 Self Introspection and Extrospection.
- 6 Enlist five good conduct with in you how can you adopt in your life.
- 7 Prepare self appraisal report.
- 8 Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

**Assignment Works :**

- Write any three term paper

**Practical Works :**

- Prepare self appraisal report

## Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 17	C F -04	<b>Practical E P C - VII</b>	Introduction to Jainism	35 Practical & Viva-Voce	15	50	2

**Learning Outcomes: After completion of this course the student teacher will able:**

- ❖ To develop understanding about Jain Ethics & Conduct.
- ❖ To acquire knowledge of Jain way of life.

**Course Contents:**

### **Unit - I History of Jainism**

- a) Antiquity of Jainism (Rishabh to Mahaveer)

### **Unit - II Jain Ethics**

- a) Three Jewels
- b) Jain Festival (Mahaveer Jayanti, Shrut Panchmi, Akshay Tiritiya, Raksha Bandhan, Paryushan, Deepawali etc.

### **Unit - III Jain Principles**

- a) Non Possession
- b) Doctrine & Karma

### **Unit - IV Jain Way of Life**

- a) Right Faith
- b) Non-absolutism
- c) Non-Violence
- d) Saman Sanskriti
- e) Self Control
- f) Right Profession
- g) Right Education (Sanskar)
- h) Right Food
- i) Non-Addiction
- j) Friendly Behaviour

**Assignment Works:**

- Two assignment out of any one term paper

**Practical works:**

- Temple visit and festival report

**References:**

1. Jain Darshan Manan Aur Mimansa - Acharya Mahaprajna
2. Jain Dharma by Pt. Kailash Chandra Jain
3. Jain Sanskriti aur Jeevan Mulya, Part 1-2- Dr. Samani Riju Prajna

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
BED - 18	C C -12	Internship -B	Mid Internship	90+90= 180 Practical & Viva-Voce	60+60 = 120	300	12

#### Mid Internship distribution

Sr. No.	Contents	Theory/ Practical/ Viva-voce	C I A	Total
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)	--	50+50	100
2.	Observation	--	10+10	20
3.	Final Lesson (Two teaching subject)	90+90	--	180
		<b>180</b>	<b>120</b>	<b>300</b>

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 19	C C -13	Course 8 b	Knowledge and Curriculum - Part II	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop various philosophical bases of curriculum
- ❖ To develop various Sociological bases of curriculum
- ❖ To develop various psychological bases of curriculum
- ❖ To develop Educational New Trends of curriculum

**Course Contents:**

### **Unit- I Philosophical bases of curriculum development**

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

### **Unit- II Sociological basis of curriculum development**

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

### **Unit- III Psychological bases of curriculum development**

- a) Structuralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

### **Unit- IV Educational New Trends of curriculum**

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009( teacher Education)

### **Assignment works : (Any One of the Following)**

- Preparation of One term Paper.
- One abstracts of Educational New trends article published in some standard Journals

### **Practical works : (Any one of the following)**

- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

### **References :**

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यालयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,

8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड, दरियागंज, नई दिल्ली-2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
12. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
14. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

### Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 20	C C -14	Course 9	Gender, School and Society	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the modern concept of Society & organization Gender sensitivity.
- ❖ To understand the Dimension of Development of School Administration.
- ❖ To develop basic understanding & familiarity with Key concept, society, social problem, social relationship, new Trends
- ❖ To develop Knowledge of the role of different NGO & Organization.

#### Course Contents:

##### Unit- I Role of Society & Organization in Gender sensitivity.

- a) Gender Equity : Concept, Needs, Problem and solution
- b) Nature of Society
- c) Women Commission
- d) Right to Education

##### Unit- II Dimensions of Development of School

- a) Administration – Structure of Centre and State education.
- b) Head-Master – Merits, work, Duties and Leadership.
- c) Ideal Teacher – Personality and Qualification
- d) Modern school , Library, Laboratory, and Hostel
- e) Outline of Co-Curricular Activities in School.

##### Unit- III Present Education & Society

- a) Role of education in different Areas (Family, school, and society).
- b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
- c) Education and Society Relationship

##### Unit- IV Role of organization in Gender sensitivity, society, and school

- a) NGO – (meaning and Role)
- b) Role of present Social – worker
- c) Govt. Planning
- d) Role of Religious Organization

**Assignment: (any one of the following)**

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.

**Practical works: (Any one of the Following)**

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

**References :**

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
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9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. [www.gender.com.ac.uk](http://www.gender.com.ac.uk).
11. [www.genderstudies.org](http://www.genderstudies.org).
12. [www.gendeparddigm.com./publication/html](http://www.gendeparddigm.com./publication/html)

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 21	C C -15	Course 10	Creating an Inclusive School	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To Prepare teachers for inclusive schools

**Course Contents:****Unit- I Introduction to Inclusive Education**

- a) Meaning, Objective , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Soluation and challenge of Inclusive Education
- d) ICT Material of Inclusive Education



**Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education**

- a) Legislation for inclusive education- National policy of disabilities 2006
- b) Sarva Shiksha Abhiyan (2002)
- c) NGO
- d) RTE-2009

**Unit- III Exceptional Child and Special Educational**

- a) Exceptional Child : Meaning and Types
- b) Mentally Retarded Child
- c) Physically Handicapped Child
- d) Hearing Impaired Child
- e) Visually Handicapped Child
- f) Emotionally Disturb Child

**Unit- IV Special Educational Need (SEN) of learners in Inclusive School**

- a) Speech Defective Children
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Children
- e) Guidance of Exceptional Children
- f) Special School (Building Co-curricular Activities)

**Assignment works : (Any one)**

- One term paper
- Write a One Article of Disabilities Child

**Practical works : (Any one)**

- Case study of disabilities child
- Write a report of evaluation process in inclusive school

**References :**

1. Ahuja, A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learning Based Approach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006),, शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
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8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
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11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, एम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>1- Environmental Education</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the problems Concerning Environment through multi disciplinary approach.
- ❖ To make the students in the schools environmentally conscious.
- ❖ To develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ To create Environment Consciousness among the adult learners.
- ❖ To use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ To conduct local surveys, arrange field trips Environmental games and hobbies.

**Course Contents:**

### **UNIT- I Concept Of Environment**

- a) Meaning , Scope, Importance
- b) Eco-System – Charecteristic Qualities
- c) Inter- Dependence In Environment
- d) Natural Resources
- e) Bio-Diversity – Scope & Threats, Preservation

### **UNIT- II Environmental Education**

- a) Meaning, Importance and Objective
- b) Scope of Environmental Education
- c) Need for Public Awareness as a subject
- d) Muti-disciplinary Nature of Environmental Studies Curriculum Development

### **UNIT- III Environmental Hazards and Pollution**

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Noise Pollution

### **UNIT- IV Global Issues and Environmental Conservation**

- a) Global Issue (Global Warming, Climate Change, Depletion of Ozone Leyer and Energy Crisis)
- b) Different Aspects Related To Environmental Conservation.
- c) Environmental Preservation &Improvement (At National & International Level)
- d) National Environment Policy

**Assignment Work : - Any one of following**

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One term paper solve.

**Practical Work : - Any one of following**

- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

**संदर्भ ग्रन्थ सूची :**

1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
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6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>2- Health and Physical Education</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

**Course Contents:****Unit- I Concept of Health Education**

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and objective of Health education.
- d) General Exercises in school.

**Unit- II Environment and Science of Living and Yoga**

- Importance of water to life and our environment.
- Science of Living and yoga.
- Role of Individual in improvement of sports environment.
- Physical and physiological benefits of exercise on children.

**Unit- III Physical Education, Balanced Diet and First Aid**

- Meaning and Importance of physical Education
- Balanced Diet and Nutrition : Macro and Micro Nutrients
- First Aid

**Unit- IV History of Vollyball & Kabbadi**

- Historical Development of Volleyball
- Measurement and Rule of Volleyball
- Historical Development of Kho-Kho
- Measurement and Rule of Kabbadi

**Sessional Works :**

- Write a Term paper on a topic given in the course

**Practical Works :**

- Skill of any one Team Game of choice from the given List

**References:**

- Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
- कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
- पाराशर, गीता एवं कुमार सुनील (2014), स्वास्थ्य शिक्षा तथा मनोरंजन।
- सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
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- सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बाथोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>3- Guidance &amp; Counseling</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the basic concept , Nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To understand the importance of educational and vocational guidance.
- ❖ To understand the role and responsibilities of guidance workers in school.
- ❖ To understand the Nature and Types of guidance service & with reference to school education.
- ❖ To understand the concept, Nature and Types of counseling.

## **Course Contents:**

### **Unit- I Basics of Guidance**

- a) Meaning and Nature of Guidance.
- b) Aims and Principles of Guidance.
- c) Types of Guidance
- d) Importance of Guidance in schools for individual and for society.
- e) Process of Guidance.

### **Unit- II Basics of Counseling**

- a) Meaning, Nature and Principles of counseling
- b) Types of Counseling.
- c) Distinction between Guidance and Counseling.
- d) Role and Responsibilities of Guidance workers in school.
- e) Qualities of a good guidance Programme.

### **Unit- III Area of Guidance**

- a) Educational guidance
- b) Vocational guidance
- c) Personal guidance
- d) Guidance Implication in the current Indian scenario.
- e) Problems of guidance in India.

### **Unit- IV Guidance Services**

- a) Introduction to Guidance Services.
- b) Individual Inventory Service
- c) Information Service
- d) Cumulative Record
- e) Placement Services
- f) Follow up Service

### **Assignment Works : (Any one)**

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.

### **Practical Works : (Any one)**

- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

### **References :**

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique) , Kanishka Publishers, New Delhi.
5. Sharma, Sita Ram (2005), Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
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## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	E O-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4-Distance Education 5- An Additional Pedagogy Course <b>4- Distance Education</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ TO provide an effecient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide oppourtunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

**Course Contents :**

### **Unit-I Theoretical Prospective of Distance Education**

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

### **Unit-II Scenareo of Distance Education Institutes**

- a) State wise situation of Distance Education Institutes in India.
- b) Objectives of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

### **Unit-III Essential Elements of Developing in Distance Education**

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television projects in Distance education.

### **Unit-IV Counselling for Distance Learners**

- a) Organising counselling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) When do Distance Learners Need Counselling?

**Assignment Works :**

- Write any one term paper on a topic with in the content.

**Practical Works :**

- Make the list of Distance Education programme of various universities in India.

**References:**

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**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Hindi</b>	70	30	100	4

**अधिगम उपलब्धि :** इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

**उद्देश्य :**

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

**विषय वस्तु:****इकाई : प्रथम – काव्य के घटक तत्त्व**

- (अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद  
 (ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।  
 (स) रस का स्वरूप, रस के अवयव, श्रृंगार रस, हास्य रस, करुण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।  
 (द) छन्द-दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

**इकाई : द्वितीय – शिक्षण विधियों का परिचय**

- (अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।  
 (ब) वाचन विधि  
 (स) व्याख्या विधि  
 (द) अनुवाद विधि

**इकाई : तृतीय – व्याकरणिय घटक**

- (अ) अनुवाद : अर्थ एवं प्रकार  
 (ब) शब्द शक्तियों के भेद, उदाहरण  
 (स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार  
 (द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

**इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :-**

- (अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
- (ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
- (स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
- (द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

**सत्रीय कार्य (निम्न में से कोई एक करें)**

- कक्षा सातवीं की पुस्तक 'बाल-महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच-पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।

**प्रायोगिक कार्य : (निम्न में से कोई एक करें)**

- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रैप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

**सन्दर्भ ग्रन्थ :**

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6. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
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8. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
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## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>English</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ To develop Understanding of English text
- ❖ To apply the Content knowledge through preparing lesson plan in English Language
- ❖ To explain the idea of assessment of English teaching
- ❖ To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

**Course Contents:**

### **Unit- I Language production and phonology**

- a) Language acquisition
- b) Organs of speech
- c) Elements of Speaking
- d) Phonology sound system: Vowel, Diphthongs and Consonants)

### **Unit -II Understanding Language Text**

- a) Text book Vs Reference books
- b) Analysis of a Text book
- c) Quality of good text book

### **Unit-III Lesson plan and teaching learning materials (TLM)**

- a) Unit plan and Micro plan
- b) Lesson planning
- c) Blue print and Achievement test
- d) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- e) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

### **Unit-IV Assessment of English Language**

- a) Diagnostic Evaluation
- b) Remedial instruction
- c) Errors in English (Oral vs. Witten)
- d) Types of test in English teaching(Subjective Vs Objective types)

### **Assignment Works :**

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.

### **Practical Works :**

- Prepare a PPT on any topic of English teaching for Secondary school.

- Prepare some Phonological words in each Sound in English.( Vowels (12), Diphthongs (8) and Consonants (24)

**References:**

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## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course Sanskrit</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

**अधिगम उपलब्धियाँ :**

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

**विषयवस्तु :**

**इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।**

- a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
- b) प्रत्यया – क्त, क्तवतु, शतृ, शानच्, तुमुन्, अनीयर, ण्वुल्, क्त्वा, ल्यप्, तरप्, तमप्।
- c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
- d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

**इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।**

- a) कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्गविकार। कर्मणा यमभिप्रैति स संप्रदानम्, रुच्चर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधारोऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।
- b) छन्दा – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।
- c) अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

**इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।**

- a) भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार।
- b) महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।
- c) गद्य काव्य कवि – दण्डी एवं बाणभट्ट।
- d) नाट्य कवि – कालिदास एवं भवभूति।

**इकाई – चतुर्थ – शिक्षण विधियाँ।**

- a) दण्डान्वय विधि
- b) खण्डान्वय विधि
- c) स्वाध्याय निर्देशित पद्धति
- d) स्पष्टीकरण विधि

### सत्रीय कार्य – (किसी एक विषय पर सत्रीय कार्य)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।

### व्यावहारिक कार्य:

- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

### संदर्भ ग्रन्थ सूची :

1. उपाध्याय, बलदेव (2001), संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी।
2. ओझा, श्रीकृष्ण (1990), संस्कृत व्याकरण, कॉलेज बुक डिपो, जयपुर।
3. गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
4. तिवारी, भोलानाथ (1992), भाषा विज्ञान, किताब महल, थार्नहिल रोड, अहमदाबाद।
5. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
6. मिध, इन्द्रभूषण (2004), संस्कृत व्याकरण, एवरग्रीन पब्लिकेशन्स (इंडिया)
7. पाण्डेय, रामशकल (2003), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
8. योगमणि, निरंजनसिंह, प्राचीन भारत का साहित्यिक एवं सांस्कृतिक इतिहास, रिसर्च पब्लिकेशन्स, जयपुर।
9. सफाया, रघुनाथ (1997), संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
10. साम्ब शिवमूर्ति: कम्भपाटि (2009), संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
11. शर्मा, रीटा, एवं जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर
12. शर्मा, राममूर्ति, संस्कृत वाङ्मय का इतिहास।
13. शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
14. शास्त्री, मंगलदेव, भारतीय संस्कृति का इतिहास।
15. शर्मा, प्रभा, (2006), संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>History</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Saivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, fort's and bhakti movement.
- ❖ To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

**Course Contents:**

### **Unit- I Concept and Revolution of National Freedom**

- a) Concept of History
- b) Main place of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal
- c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen
- d) The Russian Revolution of 1917

### **Unit- II Historical perspectives of ancient period.**

- a) Political and economic history from the mauryan to the gupta period.
- b) Issue in social history, Including caste and class.
- c) A history of Vedic & Jainism Religious.(a brief review).
- d) A history of Saivism & Buddhism religious.(a brief review).

### **Unit- III Historical perspectives of medieval and modern India.**

- a) Structure of agrarian relation in the 16<sup>th</sup> 17<sup>th</sup> centuries.
- b) Architecture & political system during Vijay nagar period.
- c) Ideas and practices of the bhakti-sufisaints.
- d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

### **Unit- IV Historical perspectives of modern India.**

- a) East India company, Revenue Settlement's.
- b) Representations of 1857.
- c) The Nature of Gandhian politics.
- d) Industrial revolution.

### **Assignment work : (Any one)**

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.

**Practical works : (Any one)**

- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

**Reference :**

1. Jain, M.S. (2004), Concise History of Modern Rajasthan, Wishwa Prakashan, New Delhi.
2. Sareen Tilakra, Indian Revolutionary Movement (1905-1921) Sterling Publishers Pvt. Ltd., New Delhi.
3. www.syllabus - Class 12 Arts html.
4. www.syllabus - Class 11 Arts html.
5. कक्षा 6 से 12 तक इतिहास की पाठ्यपुस्तकें (2014), एन.सी.आर.टी., नई दिल्ली
6. गुप्ता, पार्थ सार्थी (2004), ब्रिटेन का इतिहास, दिल्ली विश्वविद्यालय
7. शर्मा, रामशरण (1993), प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास (हिन्दी माध्यम), कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voca	CIA	Total	Credi
BED -22	EO -01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Civics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

**Course Contents:****Unit- I Political Thought**

- a) Socialism
- b) Marxism
- c) Gandhism
- d) Dr.Bhem Raw Ambedakar

**Unit- II Indian Constitution & Political Involvement**

- a) Indian Constitution
- b) Democracy
- c) Political Group
- d) Political socialization

**Unit- III Political Problems and Organization**

- a) Terrorism, political crime, corruption
- b) International organization (DAKSHE, SARK, U.N.O.)
- c) Election commission of India
- d) NCW (National commission for women)

**Unit- IV Current Political Scenerio**

- a) Recent governing member and central, state level ministry
- b) Fundamental rights and duties
- c) Lock Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- d) Precident, Prime Minister, Governer, Cheif Minister

**Assignment works: (any one of following)**

- One term paper solve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.

**Practical works: (any one of following)**

- Write an essay, story, poem can be created to tell moral values to litigants.
- Prepare scrap book of an political news.
- Write any two abstracts related to political issues.

**References:**

1. आर. सी. अग्रवाल, राजनीति शास्त्र के मूल आधार, एस. चौद एण्ड कम्पनी, नई दिल्ली
2. ऐ. सी कपूर, राजनीतिक विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
3. कुबेर, डब्ल्यू. एन. भीमराव अम्बेडकर, सूचना और प्रसारण मंत्रालय, भारत सरकार
4. चौहान, लाल बहादुर सिंह (1998), हमारे राष्ट्र-रत्न, आत्माराम एण्ड संस, दिल्ली लखनऊ
5. जैन, पुखराज, राजनीति शास्त्र के मूल आधार, साहित्य भवन पब्लिकेशन, आगरा
6. बी. एल. फड़िया, राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर
7. मिश्रा, महेन्द्र (2008), नागरिक शास्त्र शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर
8. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 व 12 की पुस्तकें
9. सफाया, शुक्ला, भाटिया (2006), शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग
10. सिंह, रामपाल (2004), शिक्षा एवं उदीयमान भारतीय समाज, विनोद पुस्तक मंदिर, आगरा
11. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. एन. नागिया प्रकाशन

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Social Science</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able :

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.
- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castism, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

### Course Contents:

#### Unit-1 Meaning and Concept of Sociology

- a) Development of Sociology
- b) The meaning of Sociology
- c) Subject matter of Sociology
- d) Sociology and Social Science

#### Unit -II Society

- a) Society - Meaning and Need
- b) Social group- Meaning and Types [Primary and Secondary]
- c) Community- Meaning, Characteristics Concept of community
- d) Marriage- Aims and Types of Hindu marriage

#### Unit -III Social Change in Indian Society

- a) Social change
- b) Family
- c) Cast and class- meaning and Changes in Caste and Class
- d) Regionalism

#### Unit -IV Indian Social Problems

- a) Culture-definition, Characteristics, Lack of Culture
- b) Communalism
- c) Poverty
- d) Corruption

#### Assignment works : (Any one)

- Write a article on current Social issue.
- Prepare term paper any two subject topic.

#### Practical works :

- Prepare a case study of any one local problem.



**References:**

1. Devi, Shakuntala (1999), Caste System in India, Pointer Publishers, Jaipur
2. Kooiman, Dick (1989), Conversion and Social Equality in India, Manohar Publication, New Delhi
3. Robinson, W. Peter (1996), Social Group and Identities, Butter worth-Heineman Linacre House, Jordan Hill, Oxford.
4. Sharma, K. L. (1994), Social Stratification and Mobility, Rawat Publication, Jaipur
5. Sharma, K. L. (1995), Social One Quality in India.
6. Sharma, K. L. (1995), Caste and Class in India., Rawat Publication, Jaipur
7. Srinivas, M. N. (1998), Caste in Modern India, Printed in India, Bombay
8. वर्मा, ज्योति, (2007), सामाजिक समस्याएँ, डिस्कवरी पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली
9. सिंह, जे. पी. (2003), सामाजिक परिवर्तन : स्वरूप एवं सिद्धान्त, प्रेंटिस हॉल ऑफ इंडिया प्रा. लि., नई दिल्ली
10. सिंह, डॉ. मनोज कुमार (2005), भारत में सामाजिक परिवर्तन, अर्जुन पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली
11. सिंह, राव राम मेहर (2004), विकास का समाज शास्त्र, अर्जुन पब्लिशिंग हाऊस, दरियागंज, नई दिल्ली
12. सिंह, शिव बहाल (2010), विकास का समाज शास्त्र, रावत पब्लिकेशन, जवाहरनगर, जयपुर

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Economics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To

develop in the students an ability to conduct various surveys in Economics and organize field trips.

- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

### **Course Contents:**

#### **Unit- I Meaning and Concept of Micro and Mecro Economics**

- a) Micro Economics
- b) Mecro Economics
- c) Concept of National Income

#### **Unit- II Demand and Supply and Money**

- a) Basic concept of Demand and supply
- b) Consumer Equilibrium
- c) Definition of Money, Its Function
- d) Functions of Commercial Bank
- e) Functions of Central Bank

#### **Unit- III Indian, Foreign Trade and Economics Planning**

- a) Indian Foreign Trade - Direction and Trends
- b) Concept of Globalization, Privatization and Liberalization
- c) Economic Planning in India
- d) Poverty in India
- e) Unemployment in India

#### **Unit- IV Method and Evaluation in Economics**

- a) Programmed Instruction Methods
- b) Team Teaching
- c) Computer assisted Instruction (CAI)
- d) Lecture cum Demonstration Method
- e) Evaluation in Economics

#### **Assignment Works :**

- Preparation a term paper any one subject topic.

#### **Practical Works :**

- Review of two published papers related to subject

#### **Referances :**

1. Datt. Ruddar, Sundharam, K. M. (2006), Indian Economy, S. Chand & Company Ltd., New Delhi
2. Lawson, Tony (1997), Economics and REality, Rout Ledge, London and New York
3. Rasure, K. A. (2009), Economics and Buisness Environment, Avinash Paper Backs, Delhi
4. Samuelson & Nordhaus (2006), Economics, Tata Mc Grow-Hill Publishing Company Limites, New Delhi
5. Swami, Gupta, Vashnav (2006-07), Economics and Business Environment, Ramesh Book Depot, Jaipur
6. V. Shanmuga Sundaram (2011), The New Institutional Economics, Depp & Deep Publication Pvt. Ltd., New Delhi
7. कुमार, राजीव (2009), आधुनिक अर्थशास्त्र विश्व कोष भाग 1-10, अर्जुन पब्लि. हाऊस, जयपुर
8. खण्डेला, मानचन्द (2007), भारतीय अर्थ व्यवस्था की चुनौतियाँ अरिहन्त पब्लि. हाऊस, जयपुर
9. जैन, टी. आर. त्रेहन मुकेश, त्रेहन, रंजू (2009-10), व्यावसायिक वातावरण, बी. के. इण्डिया इण्टरप्राइजेज, नई दिल्ली
10. जैन टी. आर. एवं ओहरी, बी. के. (1994), प्रारम्भिक अर्थशास्त्र, नई दिल्ली
11. माथुर, बी. एल. (2009), आर्थिक नीति एवं विकास, अर्जुन पब्लिशिंग हाऊस, नई दिल्ली

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course            Geography</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

### Course Contents:

#### Unit- I Motion of the Earth

- a) Latitudes, Longitudes
- b) Interior of the Earth
- c) Origin of continents and oceans, sudden movements
- d) Atmosphere, Composition, Insulation, Pressure belts, winds
- e) Ocean Currents and Tides

#### Unit- II Indian Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

#### Unit-III Rajasthan Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

#### **Unit- IV Practical Work in Geography**

- a) Definition, Scope and Development of Cartography
- b) Technique, Materials, Tools of Map Making
- c) Map
- d) Scale
- e) Representation of Static Data

#### **Assignment Works : (One of the following)**

- Term paper any two topic subject related

#### **Practical Works :**

- Any two map making

#### **References:**

1. Barry & Chroley, Atmosphere, Weather & Climate.
2. Bradshaw, M.J. Abbott., A.J. and Gelstrophe, A.P. "The Earth" Shnanging Surface.
3. Cotter, C.H., The Physical Geography of the Oceans.
4. Easter book, D.J., Principles of Gemorphology.
5. Savindra Singh, Physical Geography English, Pragya Pustak Bhawan, Allahabad.
6. उपाध्याय, डी. पी., सिंह समाश्रय, जलवायु, विज्ञान और समुद्र विज्ञान, वसुन्धरा प्रकाशन, गोरखपुर
7. कौशिक, एस. डी. (1998), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
8. कौशिक, उस. डी. रावतत्र डी.एस. (2015), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
9. मामोरिया, चतुर्भुज, भारत का भूगोल, साहित्य भवन पब्लिकेशन, आगरा
10. शर्मा, जे.पी. (2014), प्रयोगात्मक भूगोल की रूपरेखा, रस्तोगी पब्लिकेशनन्स, मेरठ
11. सिंह, सविन्द्र, भू-आकृति विज्ञान, वसुन्धरा प्रकाशन, गोरखपुर
12. सिंह सविन्द्र, पर्यावरण भूगोल, प्रयाग पुस्तक भवन, इलाहाबाद
13. सिंह, जगदीश, सिंह कामेश्वर नाथ, पटेल, रामबस (1989), भारत एवं समीपवर्ती देश, ज्ञानोदय प्रकाशन, गोरखपुर

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED- 22	EO-01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Home Science</b>	70	30	100	4

**Learning Outcomes :** After completion of this course the students-teacher will able :

- ❖ To understand the Concept, Nature and scope of Home Science.
- ❖ To explore different ways of creating learning situations for different concepts of Home Science.
- ❖ To facilitate the development of Scientific attitude in learner.
- ❖ To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ To stimulate curiosity, skills and creativity in Home Science.

### Course Contents:

#### Unit- I Development and Childhood Care

- a) Home Science Education : Meaning, Definition & Scope, History and Objectives
- b) Concept of Human Development & Growth
- c) Life span stages and Types of Development
- d) Reproductive health and Child Care

#### Unit- II Nutrients and Dietary Management

- a) Food : Definition, functions and classification
- b) Nutrients and their composition, sources and functions
- c) Balanced diet with nutrition for pregnancy and different stages of development
- d) Methods of cooking for healthy food
- e) Dietary management during different diseases

#### Unit- III Resource Management and Clothing

- a) Resource Management, Budgeting, Saving and Investment in family
- b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- d) Fashion Terminology and Fashion cycle

#### Unit- IV Housing and Women

- a) House planning and furnishing
- b) Financial and legal consideration for housing
- c) Consumer Aids and consumer protection
- d) Women Empowerment : Guidance and Counselling ; Welfare Organizations

**Assignment Works :**

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a project related to various community problems

**Practical Works : (Any one of the following)**

- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

**References:**

1. Choudhary, M. & Mogra R. (1999), A Manual on Human Nutrition, Department of Food and Nutrition, College of Home Science, Udaipur
2. Deulkar, D. & Tara Bai (1967), Household Textiles and Laundry work, Atma Ram & Son's, Delhi
3. Jelliffe D. B. (1966), The assessment of the Nutritional Status of the Community, WHO Monograph Service No. 53, WHO Geneva.
4. NIN (1998), Dietary Guidelines for Indians & A Manual National Institute of Nutrition, Hyderabad.
5. Nickell, P. & Darsey, J. M. (1967), Management in Family Living, John Wiley and Son's, Inc.
6. पारीक, आशा (1988), बाल विकास एवं पारिवारिक सम्बन्ध, कॉलेज बुक डिपो, एस. एल. प्रिन्टर्स, जयपुर
7. भार्गव, बेला (1998), गृह प्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा, यूनिवर्सिटी बुक हाउस, जयपुर
8. वर्मा, प्रमिला (1993), वस्त्र विज्ञान एवं परिधान, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल
9. शैरी, जी. पी. (1995), पोषण एवं आहार विज्ञान, विनोद पुस्तक मंदिर, आगरा
10. सिरोही, सरिता (1997), आधुनिक गृह विज्ञान भाग – 2, कक्षा 12वीं, फ्रैंकी पब्लिशिंग हाउस, नई दिल्ली

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO -01	Course 11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Physics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To gain the knowledge of physics for secondary and Senior secondary level.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To able for solving different problems related with the content of physics.
- ❖ To make student teachers to know importance and use of course content.
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situation.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

**Course Contents:**

**Unit- I Electric field**

- a) Electric charge
- b) Conductor and non conductor
- c) Charge through induction
- d) Characteristics of electric charge
- e) Coulomb's law

**Unit- II Optics**

- a) Mirror reflection, refraction
- b) Spherical mirror
- c) Total internal reflection
- d) Lens
- e) Power of lens

**Unit- III Characteristics of matter**

- a) Elasticity of solids
- b) Stress
- c) Pressure
- d) Viscosity
- e) Surface energy and surface tension

**Unit- IV Gravitation and Energy**

- a) Gravitation
- b) Work
- c) Energy
- d) Power
- e) Sound

**Assignment works :**

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.

**Practical works :** (Any one of the bellow)

- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

**Reference :**

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
4. भौतिकी, (2014) भाग 2, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Biology</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To understand the various concepts related to Biology.
- ❖ To facilitate the development of Scientific Temper in learner.
- ❖ To provide critical and analytical knowledge to student teacher.
- ❖ To enhance creativity, skilfulness and teaching abilities among trainees to teach the school level students.
- ❖ To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

**Course Contents:****Unit- I Growth and Development**

- a) Cell structure and cell cycle (Mitosis, Meiosis).
- b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
- c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.



- d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

### **Unit- II Reproduction and Genetics**

- a) Reproduction : Types, System, Procedure and Reproductive health issues in animals  
b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer  
c) Embryology - Stages and Growth, Organogenesis and Test tube baby  
d) Biotechnology : Recombinant DNA technology, Gene mapping

### **Unit- III Physiology and Regulation**

- a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation  
b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)  
c) Regulation in Animals : Nervous system, Endocrine system

### **Unit- IV Biodiversity and New Trends**

- a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.  
b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles  
c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc  
d) New Trends and contribution of Eminent Indian Scientist in Biology

#### **Assignment works : (Any one)**

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper

#### **Practical works :**

- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness compaign in school

#### **References :**

1. Gregaire, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.
2. Nair, P. K. G., Hegde, M. J., Prabhu, S. G. (1998), A Text book of Biology (Vol.2), Himalaya Publishing House, Mumbai
3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Demandes, Anita (2004), Biology, Boscus Publications, Mangalore
5. Scott, Peter Physiology and Behaviour of Plants, John Wiley & Son's Ltd. West Sussex, England.
6. "जीव विज्ञान" पाठ्य पुस्तकें कक्षा 11 एवं 12 : राष्ट्रीय शैक्षिक एवं अनुसंधान परिषद्, नई दिल्ली
7. शुक्ल, बी. आर. के. व रस्तोगी, सुधा (1994), मानव उद्विकास, सुलभ प्रकाशन, लखनऊ

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO -01	Course11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>General Science</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To gain the knowledge of General Science for secondary and Senior Secondary level
- ❖ To improve various skills of student teachers in practical work
- ❖ To understand the practical and theoretical description of various content
- ❖ To solve different problems related with the content of science
- ❖ To make student teachers to know importance and use of course content
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situation.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

### **Course Contents:**

#### **Unit- I Matter in Our Surroundings**

- a) Matter
- b) States of matter
- c) Change in state of matter
- d) Mixture and solution
- e) Physical and chemical changes

#### **Unit- II Atoms and Molecules**

- a) Laws of chemical combination
- b) Molecule
- c) Atom
- d) Chemical formula
- e) Mole concept

#### **Unit- III Motion**

- a) Displacement
- b) Velocity
- c) Acceleration
- d) Force
- e) Laws of motion

#### **Unit- IV Atomic Structure**

- a) Atomic structure
- b) Chemical bonding (Ionic bond and covalent bond)
- c) IUPAC nomenclature
- d) Periodic table
- e) Acid - base concept

**Assignment Works :**

- Preparations of term paper based on any above topic
- Solve an examination question paper

**Practical works :** (Any one of the bellow)

- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

**References :**

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO -01	Course 11	<b>Optional Course</b> Any one of the following subject to offer 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Mathematics</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To gain the knowledge of Mathematics for Secondary and Senior Secondary level.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To make student teachers speed and accuracy for solving different mathematical questions.
- ❖ To encourage student teachers in the development of mathematical interest.
- ❖ To solve various types of methametrical problems
- ❖ To develop mathematical attitude and provide training in preparing various teaching aids in mathematics.

**Course Contents:****Unit- I Number System**

- Irrational numbers
- Real numbers and their decimal expansions
- Operation on real numbers
- Laws of exponents for real number
- Fundamental theorem of arithmetic

**Unit- II Plane Geometry**

- a) Angles and lines at a point
- b) Angles made by a transversal with two lines
- c) Classification of triangles on the basis of sides and angles
- d) Square, Rectangle and Circle
- e) Congruence of triangles

**Unit- III Algebra**

- a) Linear equations (in two variables )
- b) Polynomials in one variable
- c) Zeros of a polynomial
- d) Factorization of polynomial
- e) Quadratic equation

**Unit- IV Trigonometry**

- a) Introduction
- b) Trigonometric ratio
- c) Trigonometric ratio of various angles
- d) Surface area
- e) Statistics –mean, mode , median

**Assignment Works :**

- Preparation of a term paper based on any above topic
- Solve an examination question paper

**Practical Works :**

- Make a presentation based on any above topic.

**References :**

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. गणित, (2014), कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
3. गणित, (2014), कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. गणित, (2014), कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. गणित, (2014), कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. गणित, (2014), कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED-22	EO-01	Course11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <hr/> <b>5- An Additional Pedagogy Course Chemistry</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To gain the knowledge of Chemistry for secondary and Senior secondary level.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To solve different problems related with the content of chemistry.
- ❖ To know importance and use of course content.
- ❖ To plan, equip and organize chemistry practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situations.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

**Course Contents:**

**Unit- I Chemical Properties**

- a) Chemical Equation
- b) Chemical Equilibrium
- c) Types of Chemical Reactions
- d) Acid and Base
- e) Chemical Change

**Unit- II Metal and Non Metals**

- a) Metal
- b) Nonmetal
- c) Chemical Properties of Metal
- d) Hydrogen
- e) Water

**Unit- III Carbon**

- a) Bonding in Carbon
- b) Saturated and Unsaturated Carbon Compound
- c) Nomenclature of Carbonic Compound
- d) Chemical Properties of Carbon Compound
- e) Coal and Petroleum

**Unit- IV Periodic Table**

- a) Periodic Table and Atoms
- b) Atoms and Molecules
- c) Atomic Mass and Mole Concept
- d) Atomic Models
- e) Isotopes and Isobars

**Assignment Works :**

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.

**Practical Works :** (Any one of the below)

- Make a presentation based on any above topic .
- Conducting and reporting three experiments useful at secondary level.

**Reference:**

1. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

**Semester IV**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course11	<b>Optional Course</b> Any one of the following subject to offer 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Commercial Practice</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To help the students to acquire the basic understanding in the field of commerce education.
- ❖ To develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ To impart knowledge about the methods and devices of teaching.
- ❖ To develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ To develop commercial efficiency among students.

## **Course Contents:**

### **Unit- I Business Organization**

- a) Nature and aims of Business organization.
- b) Forms of business organization, public private and global.
- c) Business service and emerging modes of business.
- d) Social and economic issues and concerns of the present day Indian society.
- e) Business organization , finance and types of business.

### **Unit- II Nature of Management**

- a) Meaning and nature of management
- b) Level of management
- c) Co-ordination
- d) Principle of management

### **Unit- III Environment of Business Organization**

- a) Meaning and importance of environment of business organization.
- b) Planning-meaning,importance and process
- c) Organization-concept,importance and types
- d) Staffing, need, process, Resource

### **Unit- IV Direction**

- a) Concept and importance of direction
- b) Supervision
- c) Motivation
- d) Leadership
- e) Communication
- f) Control

### **Assignment works :**

- Content related to subject topic.

### **Practical Works :**

- Anlysis two or article from news paper, T.V., Radio or Journal related buisness organization and management.

### **References :**

1. Marvin Philip (971), Multiplying Management Effectiveness American Management Association, U.S.A.
2. Nolakha, Dr. R.L. (2011), Principles of Management, Ramesh Book Depot. Jaipur
3. Prasad, L.M. (2005), Principles and Practice of Management, Sultan Chand & Son;s, New Delhi
4. Tripathi, P.C. (2005)] Personal Management and Industrial Relation, Sultan Chand & Son;s, New Delhi
5. अग्रवाल, अग्रवाल, कोठारी (2006-07), वित्तीय प्रबन्धन, रमेश बुक डिपो, जयपुर
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## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credi
BED-22	EO-01	Course11	<b>Optional Course</b> Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <b>5- An Additional Pedagogy Course</b> <b>Book-keeping</b>	70	30	100	4

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To acquire the basic understand of teaching of Book–keeping and Accountancy.
- ❖ To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ To develop the ability to critically evaluate the existing school curriculum of Book–keeping.
- ❖ To impart knowledge of the methods and devices of teaching Book–keeping and to develop the skill of using the same.
- ❖ To apply appropriate methods and devices of teaching Particular topics for Book–keeping.
- ❖ To prepare achievement and diagnostic Tests.
- ❖ To develop necessary skill in preparation of using various teaching aids.

**Course Contents:**

**Unit- I Meaning and concept of Book-keeping and Accountancy**

- a) Meaning and Theory Base of Book-keeping and Accountancy
- b) Recording of Business Transactions
- c) Bank Reconciliation statement: need and Preparation
- d) Trial balance and Rectification of Errors
- e) Depreciation, Provision and Reserves
- f) Bill of Exchange.

**Unit- II Company Accounts**

- a) Meaning, characteristics, classification of company
- b) Capital structure of a company
- c) Disclosure of share capital in company’s balance sheet
- d) Issue of shares, process of issue of shares
- e) Debenture-issue and redemption

**Unit- III Financial Statements of a Company**

- a) Meaning, nature, objectives and type of financial statements
- b) Characteristics, importance, and format of balance sheet
- c) Analysis of financial statements
- d) Accounting ratios
- e) Cash flow statement

**Unit- IV Accounting for Partnership**

- a) Meaning and basic concepts
- b) Reconstituton of partnership-Admission of partner
- c) Reconstituton of partnership-Death and retirement of patner
- d) Dissolution of partnership firm

**Assignment Works :**

- Content related to subject topic.

**Practical Works :**



- Analysis news items from news Paper, T. V, Radio etc to write a report on Accountancy / banking Related issues and concern of the present day Indian Society.

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## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
BED - 23	C C -16	<b>Practical E PC - VIII</b>	Drama and Art in Education	35 <b>Practical/ Viva-voce</b>	15	50	2

**Learning Outcomes:** After completion of this course the student teacher will able:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical instruments.

**Course Contents:**

**Unit- I Write a Drama Script**

- a) Prepare a Drama for any Social issues (Class VI to XI)
- b) Role playing for different scene of Drama
- c) To know different types of Drama

**Unit- II Write Utility, Material and Methodology and Preparation**

(Write Article of one)

- a) Prepare Arts and crafts with un usual material
- b) Prepare Fine Arts with paper
- c) Hand made Architecture
- d) Soft toys (Teddy bear)

**Unit- III Fine Arts, materials and its relevancy (Any two works)**

- a) Mehendi, Drawing
- b) Rangoli/Model Prepration
- c) Poster Painting
- d) Painting

**Unit- IV Preparation of any two**

- a) Dance Art
- b) Fine Arts/ Painting
- c) Skill of Playing musical instrument
- d) Food Shep
- e) Handicraft

**Assignment Works :**

- Prepare any one term paper related to above units.

**Practical Works :**

- Plan and organize any two activities related to above units.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
BED - 24	C C -17	Internship - C	Post Internship	70 Practical/ Viva-voce	30	100	4

### Post Internship distribution

Sr. No.	Contents	Theory/ Practica l/Viva- voce	C I A	Total
1.	<b>Block Teaching</b> <ul style="list-style-type: none"> <li>○ School Admission</li> <li>○ Time Table</li> <li>○ Morning Assembly</li> <li>○ Classroom Management</li> <li>○ Organization of Various Activities</li> <li>○ Physical Activities</li> <li>○ Cultural Activities</li> <li>○ Literary Activities</li> <li>○ Yoga Exercies</li> <li>○ Field Trips/Picnic</li> <li>○ Counducting of Meeting</li> <li>○ Maintenance of Garden/School</li> <li>○ Action Research</li> <li>○ Preparation of Register</li> <li>○ Liberary Management</li> <li>○ Other Work of School</li> </ul>	40	15	55
2.	<b>Community Service</b> <ul style="list-style-type: none"> <li>○ Swachhata Abhiyan</li> </ul>	10	05	15
3.	Education Tour	10	05	15
4.	S. U. P. W.	10	05	15
		<b>70</b>	<b>30</b>	<b>100</b>

# Syllabus

## FACULTY OF EDUCATION

### M.Ed. (Master of Education)

Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

## Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2015-16

Price: Rs. 100/

# **M.Ed. (Master of Education)**

## **Two Years Regular Programme**

The purpose of M.Ed. is prepare learners for higher level functions in education including teacher education who would develop understanding of all contemporary concerns of education like : curriculum planning and development, educational planning and management, research in education, evaluation, guidance, educational technology, science of living, yoga and preksha meditation, ICT, Inclusive Education and Gender Education.

### **Duration:**

The M.Ed. programme is full time two years programme.

### **Eligibility:**

A candidate who has passed B.Ed. degree from any recognized university and qualified PMET conducted by the Rajasthan Government for that year as per guideline of State Government.

### **Objectives:**

- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

## **Post Graduate (M. Ed.) and Under-Graduate(B. Ed.) Regulations on Adoption of Choice Based Credit System**

### **1. Title and Commencement**

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations shall come into force from the academic year 2015-2016.

### **2. Programmes Offered**

#### 2.1 Post Graduate

M.Ed.

#### 2.2 Under-Graduate

B. Ed.

### **3. Definitions**

- 3.1 “Programme” is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester’s duration and a normal under-graduate programme shall be of four semester’s period.

3.2 “An Academic Year” consists of two semester’s Each semester will have 24 weeks for academic work, the odd semesters may be scheduled from as per admission process of B. Ed. (PTET) and M. Ed. (PMET) State Govt. rules.

3.3 “Course” is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome.

A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these. Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical’s –P. Where L- Stands for Lecture session.

T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.

P- Stands for practice session and it consists of hands on experience/laboratory experiments/ field experiments/case studies that equip students to acquire much required skill component.

In terms of credit, every one hour session of L (per week) amounts to I credit per semester and minimum of two hour session of T or P (per week) amounts to I credit per semester over a period of one semester of 24 weeks for teaching-learning process (inclusive of teaching and examination).

A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

#### **Different categories of courses are as follows:**

- **Core Course**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

(a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.

(b) Core Elective or Core Allied is a course that supports / strengthens the core compulsory.

- **Elective Course**

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

(a) Generic Elective Course add generic proficiency to the students and they are for the said discipline of study

(b) Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.

- **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

(a) Compulsory Foundation Course add generic proficiency to the students belonging to all disciplines of study.

(b) Elective Foundation Courses are value based and aimed at man making education.

3.4 A module means a course having independent entity.

- 3.5 'Unit' means a course having independent part in a course.
- 3.6 "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.
- 3.7 "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,B,C,D,E,F.
- 3.8 "Grade Point" is the weightage allotted to each grade letter depending on the range of marks awarded in a course.
- 3.9 "Credit Points" refers to the product of "Number of credit assigned to the course" and the grade point secured for the same course.
- 3.10 "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 points earned by students in all courses at the semester" and the "Total number of credit assigned to the courses" in the semester.
- 3.11 "Cumulative Grade Point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$CGPA = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

- 3.12 "Under Graduate Programmes" means Bachelor's Degree Programmes labeled as B.Ed. etc.
- 3.13 "Post-Graduate Programmes" means Master's Degree Programme labeled as M.Ed. etc.

#### 4. Credit Framework for Normal under Graduate Level Course ( B.Ed.) & Post Graduate Level Course (M. Ed.)

- 4.1 The normal graduation (B. Ed.) programme and Post Graduate Programme (M. Ed.) shall have 22 credits per each course and per semester making total credits for whole programme as 88. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	22	22	22	22

#### 5. Credit and Teaching Hours.

- 1 Credit = 1 hour Teaching
- 1 Credit = 2 hour of Practical / Fieldwork
- 4 Credit Course needs four hour Student Teacher contact in a week.

#### 6. Units and Course

A course shall have Four units.

#### 7. Credits and Marks

- 1 Credit = 25 marks

## 8. Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	40% - 49%	Pass	E
4	Dropped	Between 40%	Fail	

## 9. Performance Evaluation (Calculation)

**SGPA = ECG/EC for a Semester**

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

**CGPA = ECG/EC for all semester taken together.**

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/ Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

## 10. Promotion, Re-Admission and Time For Completion of Course

### Under Graduate Programmed (B. Ed.) and Post-Graduate Programme (M. Ed.)

1. A candidate who has undergone a regular course of study in Semester I, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester II.
2. A candidate who has successfully completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for promotion to Semester III. He/she will be required to complete all courses of Semester II before migrating to Semester IV.
3. A Candidate who has undergone a regular course of study in Semester III, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester IV.
4. A candidate who has successfully completed all the course of Semester I and II but not all the courses of Semester III shall be eligible for promotion to Semester IV. He/she will be required to complete all courses of Semester III at the time of end semester examination of Semester IV.



5. A candidate will be allowed one blank semester continuously in case he/she may have to leave his/her study halfway due to unforeseen circumstances. However he/she may have to pay the prescribed registration fee as decided by university.
6. A candidate shall have maximum of 06 semesters (three academic years) for completion of a said programme in case he/she wishes to go at a slower pace. However he/she will have to pay the prescribed registration fee for each of the semester in addition to the course fee for the courses he/she avails during each semester.
7. The tentative/provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final Grade Card may be issued by the Registrar of the concerned university after a candidate has successfully completed all the courses of the said programme.

### **11. Provision for Appeal**

There shall be a provision for Appeal for a candidate who may be dissatisfied with the Grade he/she has been awarded. He/she can approach the Grievance Cell with the written submission. The appeal may be made for in Semester examination as well as the End of Semester examination. The Grievance Cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. The Grievance Cell may be set up as per the norms of the University/Institution.

### **Scheme of Examination**

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam, practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components :
 

▪ Attendance regularity	10 marks
▪ Class Tests	05 marks
▪ Assignments	10 marks
▪ Class Presentation/Seminar	05 marks
<b>Total</b>	<b>30 marks</b>
5. (a) For PG students to pass a semester, a student has to secure a minimum of 50% marks in aggregate and minimum of 40% marks in individual theory papers. A student has to pass in written examination and CIA separately. The student has to secure minimum 30% marks out of the total marks allotted for CIA.  
 (b) For UG students to pass a semester, a student has to secure a minimum of 36% marks in aggregate and minimum of 33% marks in individual theory papers. A student has to pass in written examination and CIA separately. The student has to secure minimum 30% marks out of the total marks allotted for CIA.  
 (c) A student failing in CIA will be given additional assignments in lieu of CIA which he/she has to clear before declaration of the results of that semester only than he/she will be entitled to take the admission in next semester or to complete his/her degree. Failing to

do this, that student will be allowed to re-appear in the semester end examination after one year.

6. As regards to dissertation/practical/field work a student has to secure minimum 50% marks of the total marks allotted for dissertation/practical/field work.
7. A student willing for revaluation in a particular paper has to apply in a prescribed format within fifteen days of the declaration of the result. A student will be allowed to apply for re-evaluation in maximum 50% of the total number of theory papers he/she appeared in the semester end examination.
8. A student failing in more than two theory papers in any semester examination he/she will not be allowed to appear in subsequent semester end examination and will have to take re-admission in the same semester.
9. A student will get a maximum of two chances to pass a particular semester.
10. **Evaluation Panel :**
  - CIA Concerned Two Subject teacher nominated by the HOD of the Department.

#### **Internship**

- A. Internship in TE
  - ❖ HOD of the concerned Department
  - ❖ Supervisor Internal/ External
- B. Internship
  - ❖ HOD of the concerned Department
  - ❖ Supervisor Internal/ External

#### **ISB/EPC Evaluation Panel :**

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal or External Subject Expert.
- Concerned Subject Teacher.

#### **Dissertation viva-voce board Panel :**

- HOD of the Department
- Supervisor of the candidate
- External Expert

### **ATTENDANCE**

- ❖ Students shall be required to be regular in their classes and attend not less than 75% of the aggregate of lectures/ tutorials/ practical of all compulsory/ optional/ honours and subsidiary subjects in order to be eligible to appear in the annual/semester examinations. Any student having less than 75% attendance will not be allowed to appear in the written examination.
- ❖ Attendance of the students shall be counted from the date of admission in the respective course.
- ❖ If a student is found to be continuously absent from the class without information for a period of 7 days or more his/her name shall be struck off the rolls.
- ❖ Request for relaxation in attendance on account of participation in the official functions or N.C.C., N.S.S., Institute Sports and other activities organized by the Institute must be sent to the Head of the Department/Principal within 15 days of the function/activity.

- ❖ However, shortfall of 5% attendance can be condoned by the Head of the Department /Principal on account of sickness provided by the student the sickness and fitness certificate from a Registered Medical Practitioner within seven days from recovery or on account of any other extenuating circumstances supported by documentary evidence. The conduct of the student will be highly recommended. Condonation upto another 5%, may be considered by the Vice Chancellor on account of any other circumstances provided that the request is duly supported by documentary evidence and strongly recommended by HOD/Principal concerned.
- ❖ It is mandatory for the students to be present on the last working day on the commencement of vacation and on the first day after the vacation. The student may seek prior permission from the Head of the Department concerned under the extraordinary circumstances.

#### **RE-ADMISSION**

- If a student remains absent for consecutively seven days without leave/permission, his/her name shall be struck off the rolls by the Department concerned and it will be conveyed to the office of the competent authority on the same day or latest by the next day.
- Such a student may, however, apply to the Vice-Chancellor through Head of the Dept./Principal for re-admission within 7 days from the date of issuance of notice of struck off the name.
- The re-admission shall be effected as per norms by paying the normal admission fee and Rs. 300/- extra as a fine. If the name of the student is struck off on any other ground the same fee of re-admission would be applicable to him/her also.

**Master of Education (M.Ed.)**  
**Semester I**  
**Distribution of Papers, Marks and Credit**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED-01	C C 01	Course - 01	Psychology of Learning and Development	70	30	100	4
MED -02	C C 02	Course - 02	History and Political Economy	70	30	100	4
MED -03	C C 03	Course - 03	Education Studies	70	30	100	4
MED -04	C C 04	Course - 04	Introduction to Research Method	70	30	100	4
MED -05	C C 05	Course - 05	Dissertation	35 Practical & Viva-voce	15	50	2
MED -06	C C 06	<b>ISB* A</b>	*Communication and Expository Writing	-	25	25	1
MED -07	C C 07	<b>ISB* B</b>	Self Development	-	25	25	1
MED-08	C F -01	<b>EPC- 1</b>	Science of Living, Yoga & Preksha Meditation	35 Practical & Viva-voce	15	50	2
		<b>Total</b>		<b>350</b>	<b>200</b>	<b>550</b>	<b>22</b>

**Semester II**

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -09	C C 08	Course - 06	Philosophy of Education	70	30	100	4
MED -10	C C 09	Course - 07	Sociology of Education	70	30	100	4
MED -11	C C 10	Course - 08	Curriculum Studies	70	30	100	4
MED -12	C C 11	Course - 09	Teacher Education - I	70	30	100	4
MED -13	C C 12	<b>ISB* C</b>	Internship in T E	70 Practical & Viva-voce	30	100	4
MED-14	C F 02	<b>EPC- 2</b>	Information and Communication Technology in Education	35 Practical & Viva-voce	15	50	2
				<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -15	C E 01	Course -10	<b>Specialization on course I</b> <b>Area A</b> Elementary Education - I OR <b>Area B</b> Secondary & Senior Secondary Education - I	70	30	100	4
MED -16	C E 02	Course -11	<b>Specialization on course II</b> <b>Area A</b> Elementary Education - II OR <b>Area B</b> Secondary & Senior Secondary Education -II	70	30	100	4
MED -17	C C 13	Course -12	Research Methods and Advanced Statistics	70	30	100	4
MED -18	C C 14	Course -13	Internship	70 <b>Practical &amp; Viva-voce</b>	30	100	4
MED -19	C C 15	<b>ISB* C</b>	Dissertation	35 <b>Practical &amp; Viva-voce</b>	15	50	2
MED-20	C C 16	<b>EPC -3</b>	Academic Writing	35 <b>Practical &amp; Viva-voce</b>	15	50	2
MED-21	C F 03	<b>EPC -4</b>	Gender Education	35 <b>Practical &amp; Viva-voce</b>	15	50	2
				<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -22	C C 17	Course -14	Teacher Education - II	70	30	100	4
MED -23	C E 03	Course -15	1. Specialization on courses - I Student will choose any one area which will comprise of three papers <b>Area (a) :</b> Educational Administration and Managements 1. Principles of Educational Administration and Management <b>Area (b)</b> Educational Technology 1. Principles of Educational Technology <b>Area (c)</b> Measurement and Evaluation 1. Principles of Measurement and Evaluation	70	30	100	4
MED -24	C E 04	Course -16	2. Specialization on courses - II <b>Area (a) :</b> Educational Administration and Managements 2. Educational Administration and Management Practice <b>Area (b)</b> Education Technology 2. Innovative Methods and Techniques in Educational Technology <b>Area (c)</b> Measurement and Evaluation 2. Tools and Techniques of Evaluation in Education	70	30	100	4
MED -25	C E 05	Course -17	3. Specialization on courses - III <b>Area (a) :</b> Educational Administration and Management 3. Modern Trends in Educational Administration and Management <b>Area (b)</b> Education Technology 3. Educational Technology and Computer Application <b>Area (c)</b> Measurement and evaluation 3. New Trends in Educational Assessment and Statistics	70	30	100	4

MED -26	C C 18	<b>ISB* C</b>	Dissertation	70 (Viva- voce-35 & Evaluation -35)	30	100	4
MED -27	C F 04	<b>E P C- 05</b>	Inclusive Education	35 <b>Practical &amp; Viva- voce</b>	15	50	2
				<b>385</b>	<b>165</b>	<b>550</b>	<b>22</b>

**Note :**

**I S B (Inter Semester break),**  
**E P C (Enhancing Professional Capacities),**  
**C I A (Continuous Internal Assessment),**  
**C C (Core Compulsory),**  
**C F (Core Foundation),**  
**C E (Core Elective)**

## Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-01	C C 01	Course -01	Psychology of Learning and Development	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To understand concept and process of Educational Psychology.
- ❖ To understand relationship between Education and Psychology.
- ❖ To understand the teaching learning process, cognitive process and intelligence.
- ❖ To understand and asses personality, learning and classroom implications and management.
- ❖ To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.

**Course Contents:**

### **Unit -I Educational Psychology and Development of Learning**

- a) Educational Psychology : Concept, Nature, characteristics and methods
- b) Process of Growth and Development : Physical, Intellectual, Emotional and Social
- c) Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development
- d) Individual differences – determinants, role of heredity and environment, Implications of Individual differences for organizing educational programmes

### **Unit -II Learning**

- a) Concept, factors and theories of Learning : E.L. Thorndike, Pavlov, B.F. Skinner, Kohler
- b) Constructivism & Learning
- c) Cognition and Learning : Tolman, Hull, Lewin
- d) Transfer of Learning and its theories

### **Unit -III Intelligence, Creativity and Motivation**

- a) Concept, theories, types and assessment of Intelligence
- b) Concept, components to fostering creativity and creative thinking
- c) Motivation: Concept and theories
- d) Cognitive Development : Piaget, Bruner, Gagne, Ausubel
- e) Psychology for Gifted and Slow Learners

### **Unit -IV Personality, Adjustment and Mental Problems**

- a) Personality-Type and Trait theories & its measurement
- b) Mental Health and hygiene-process of adjustment, conflicts and defence mechanism
- c) Sex education



### Assignment Works : Any one

- Administer any one standardized Psychological Test
- Prepare any two term paper based on the Psychological content in the syllabus

### Practical Works : Any one

- Prepare a psychological test
- Prepare a report on contribution of any two psychologists

### References :

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8. गुप्ता, एस.पी., गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
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10. शर्मा, गणपतराम, व्यास हरिश्चन्द्र, 2007, अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
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12. अरोड़ा रीता, मारवाह सुदेश, (2006), शिक्षा मनोविज्ञान एवं सांख्यिकी, शिक्षा प्रकाशन, जयपुर
13. Murlidhar Dash (2004), Educational Psychology, Deep & Deep Publication, New Delhi
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27. K.C. shukla, Tara Chand, Practical Psychology, Commonweath Publishers, New Delhi
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## Semester - I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Tota l	Credit
MED-02	C C 02	Course -02	History and Political Economy	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To the Prospective Teacher to have Knowledge of the Indian Education System as it has Evolved from the past , as it is today
- ❖ To help the student to acquire the basic understanding in the field of Economy
- ❖ To develop an ability to Conduct Various surveys in Economies and organize Field trips
- ❖ To understand the Concept , Scope & nature of Political Science

### Course Contents:

#### Unit- I Historical prospective of Education

- a) Ancient Period - (2500BC-1200AD)
- b) Material period - (1200-1757)
- c) British period - (1757-1947)
- d) Modern period - Education policies Commission
- e) Contribution of Indian Educational thinkers  
(Vivekananda, Mahatma Gandhi)

#### Unit- II Political Ideology and Education

- a) Democracy – Meaning, Values, Main Features of Democratic Education
- b) World Problems and Terrorism – Cause, Impact on Society and Remedies through Education
- c) Relationship between Politics & Education in India
- d) Education for Protection of Human Rights

#### Unit- III Economics of Education

- a) Meaning, Scope, Importance of Economics of Education
- b) Main characteristics of XII<sup>th</sup> plan
- c) Education policies for SC/ST/OBC/Minority/Women's/ Tribes,/Disabled.

#### Unit- IV Impact of Economic Political Ideology on Education

- a) Impact of individualism
- b) Impact of Socialism, Secularism
- c) Impact of Vocationalism
- d) Significance of Educational Economic Development.

**Assignment Works: (any one)**

- Prepare a Structure of Education Since an Ancient Period to the Present Time.
- Classification of moral Duties and fundamental rights (Prepare a Structure).
- Prepare one term paper on topic.

**Practical Works: ( Any one)**

- Case Study Of Economically under developed Student.
- Report on fund to education in present five year plan.

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13. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.

## Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credi t
MED-03	C C 03	Course -03	Education Studies	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To enable the students to understand the meaning concepts, aims and objectives of education
- ❖ To acquaint the learners with the role of family, society and school
- ❖ To acquaint the learners with the current problems of Indian education
- ❖ To enable the learners to understand the role of NCERT, NCTE, UGC, NIEPA etc.
- ❖ To acquaint the students with the objectives, curriculum and examination system of pre-primary, secondary stages of education

### Course Contents:

#### Unit- I Meaning, Concept and Function of Education

- a) Meaning, Concept of Education.
- b) Aims and Objectives of Education.
- c) Function of Education.
- d) Role of family, Society and school in Education.

#### Unit- II Education development in India

- a) Radha Krishnan commission (1948-49).
- b) Secondary education Mudaliar Commission (1952-1953).
- c) Kothari education commission (1964-1966).
- d) National Education policy (1986).
- e) Modification of New Education policy (1992).

#### Unit- III Agencies of education

- a) National council for Teacher Education (NCTE).
- b) National Council of Educational Research and Training (NCERT).
- c) University Grants Commission (UGC).
- d) College teacher for Education (CTE).

#### Unit- IV Current Problems

- a) Women Empowerment.
- b) Human Rights in Education.
- c) Peace education.
- d) Values Education.

**Assignment Works: (any one)**

- Three abstract of Educational articles published in some standard journals.

**Practical Works :**

- Make a presentaiton based on any one topic of the course.
- Any one education studies through survey method in the society.

**References:**

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## Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-04	C C 04	Course -04	Introduction to Research Method	70	30	100	4

**Learning Outcomes :** After completion of this course the student will able:

- ❖ To develop and understanding about the concept of research in Education and its relevancy.
- ❖ To develop skill in preparing a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of Education.
- ❖ To impart the sense of scientific attitude in research.
- ❖ To understand about the use of different types of research tools and techniques.
- ❖ To develop skill in analyzing quantitative and qualitative research .
- ❖ To appraise critically about research work in Education field.

### Course Contents:

#### Unit-I Concept of Education at Research

- a) Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
- b) Types of Research : Fundamental/ Basic, Applied and Action Research
- c) Formulation of Research Problems and questions
- d) Area for identify Research Problems(Philosophical, Sociological, Psychological and new Trends)
- e) Framing Hypothesis

#### Unit- II Research Method in Education

- a) Scientific Inquiry and Experimental method
- b) Descriptive Research Method
- c) Historical Research Method
- d) Field Survey and Field Notes
- e) Ex- post- Facto Research/ Causal - Comparative Research
- f) Ethnography Research Methods
- g) Pilot Study

#### Unit-III Literature Study

- a) Concept ,Needs and objectives of Literature Study
- b) Sources of Literature
- c) Types of Literature ( Indian & Abroad)
- d) Rationale of the Literature of Study
- e) Research Variables

#### Unit-IV Sample and Data Collection

- a) Concept of Sample, Statistics, Population and Parameter
- b) Characteristics a good sample

- c) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota, Snow-ball, Multi - stages sampling.
- d) Tools and Techniques of Data Collection : Questionnaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques
- e) Research Report writing and bibliography Reference/ style of writing

**Assignment Work:**

- Write one term paper.
- Prepare a Research based Article of any problems of Education.

**Practical work:**

- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

**References :**

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24. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
25. Garrett, H.E. (1966), Statistical in Psychology and Education (Page 491) Vokels Feffers and Simons Ltd., Bombay
26. Kerlinger, Fredan N. (1964), Foundations of Behavioral Research (Page 741) Holt Rinherth and Winston, New Yourk
27. सेठी, विनोद करण (1961), सांख्यिकी के सिद्धान्त और उपयोग, प्रथम संस्करण, भार्गव भूषण प्रेस, वाराणसी।
28. भटनागर, आर. पी. (1960), मनोमिति, सांख्यिकी आधार, संवर्धित संस्करण, मुरादाबाद।
29. Anderson, R.I., and T.A. Banerot (1952), Statistical Theory of Research, New York, Mc Graw Hill Book Company.



### Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -05	C C 05	Course -05	Dissertation	35 Practical/ Viva-voce	15	50	2

❖ Preparation of Research Design (Quantitative research)

### Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -06	C C 06	ISB* A	*Communication and Expository Writing	-	25	25	1

#### ISB-I Communication and Expository writing. (Any three practical work)

1. Concept of communication
2. Effective communication
3. Barrier in communication
4. Communication process
5. Writing in communication
6. Style of writing
7. Precise writing of three article
8. Writing article on current problem
9. Mode of Communication

### Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -07	C C 07	ISB* B	Self Development	-	25	25	1

#### (Any three practical work)

1. Concept, characteristics and needs of self.
2. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.
3. Identification of self values developed in your life.
4. Inculcate humanitarian values through yoga and Preksha dhyan.
5. Self introspection and extrospection.
6. Enlist good conduct of any five great personalities and compare them with your conduct.
7. Prepare self appraisal report.
8. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

## Semester I

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-08	C F 01	EPC- 1	Science of Living, Yoga & Preksha Meditation	35 Practical & Viva-voce	15	50	2

उद्देश्य :

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी देना।
- ❖ संतुलित व्यक्तित्व का निर्माण करना।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रारंभिक प्रशिक्षक तैयार करना।

विषयवस्तु :

**इकाई-1 जीवन विज्ञान : एक परिचय**

- a) जीवन विज्ञान का अर्थ, परिभाषा, उद्देश्य
- b) जीवन विज्ञान की 12 ईकाइयों का संक्षिप्त परिचय,
- c) विद्यालयी जीवन विज्ञान शिक्षा के सन्दर्भ में

**इकाई-2 प्रेक्षाध्यान : एक परिचय**

- a) प्रेक्षाध्यान का अर्थ, परिभाषा, सहायक अंग का संक्षिप्त परिचय एवं उनका महत्त्व
- b) प्रेक्षाध्यान के मुख्य अंगों का संक्षिप्त परिचय एवं उनका महत्त्व

**इकाई - 3 जीवन विज्ञान का प्रायोगिक प्रशिक्षण**

- a) प्रार्थना सभा में जीवन विज्ञान –प्रयोग
- b) जीवन विज्ञान का प्रशिक्षण
- c) जीवन विज्ञान के प्रयोग का परिणाम और प्रस्तुति

**इकाई - 4 प्रेक्षाध्यान और योग प्रशिक्षण**

- a) चयनित यौगिक क्रियाएं  
(आँख, गर्दन, कंधे, कमर, पैर : स्थिति, विधि एवं लाभ)
- b) चयनित आसन  
(उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन, पश्चिमोत्तासन, शशांकासन, ताड़ासन, त्रिकोणासन स्थिति, विधि एवं लाभ)
- c) प्राणायाम – अनुलोम-विलोम, मुद्रा – ज्ञानमुद्रा
- d) प्रेक्षाध्यान – महाप्राण ध्वनि, कायोत्सर्ग, दीर्घश्वास प्रेक्षा, एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति) प्रयोग करने एवं कराने की क्षमता का मूल्यांकन

### सत्रीय कार्य :

- यौगिक अभ्यास (प्रार्थना सभा के आसन), मुद्रा : ज्ञान मुद्रा, कायोत्सर्ग, अनुप्रेक्षा।

### प्रायोगिक कार्य

- विषयवस्तु से सम्बन्धित कोई दो टर्म पेपर तैयार करना।

### References:

1. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
2. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
3. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
4. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
5. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
6. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
7. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
8. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
9. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार
10. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
11. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
12. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
13. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
14. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
15. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
16. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
17. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
18. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
19. Science of Living, Ed. Muni Mahendra Kumar
20. Preksha Meditation : Therapeutic Thinking by Arun Zaveri

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -09	C C 08	Course -06	Philosophy of Education	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To enable the student to understand the nature and functions of philosophy of education
- ❖ To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
- ❖ To enable the students to understand about the critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
- ❖ To develop the ability to make comparison between different philosophies and their educational implications.
- ❖ To develop the capacity to do independent thinking and a deeper insight into the philosophical roots of educational problems.
- ❖ To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

### Course Contents:

#### Unit- I Philosophical Foundation of Education

- a) Meaning and Nature of Philosophy.
- b) Relationship of Education and Philosophy.
- c) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.
- d) National Values as enshrined in the Indian Constitution and their educational implication.

#### Unit- II Indian Schools of Philosophy

- a) Sankhya educational philosophy.
- b) Vedanta educational philosophy.
- c) Geeta and Upnishad educational philosophy.
- d) Buddhism and Jainism educational philosophy.

#### Unit- III Philosophical Contribution of Indian Educational thinkers

- a) Swami Vivekanand
- b) Ravindra Nath Tagore
- c) Mahatma Gandhi
- d) Maharshi Arvind
- e) Acharya Tulsi, Acharya Mahapragya & Acharya Mahasraman

## **Unit- IV Western Philosophical Foundation of Education**

- a) Idealism
- b) Naturalism
- c) Pragmatism
- d) Realism
- e) Existentialism

### **Assignment Works:**

- Preparation of one term paper with PPT.
- Three abstracts of Philosophical article published in some standard journals.

### **Practical works:**

- Make a presentation based on any one topic of the course.

### **References:**

1. ओड, के. लक्ष्मीलाल (2008), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. पाण्डेय, रामशक्ल (2008), शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
3. पाण्डेय, रामशक्ल, कपूर बीना (2007), शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर, आगरा
4. त्यागी, जी.एस.डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
5. भाटिया, के. के. (2006), शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
6. पाठक, पी. डी., त्यागी जी. एस. डी. (2005), शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
7. Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merrill Publishing Co., Columbus
8. Brubacher, John S, Modern Philosophies of Education, Mc Grawhill Book company Inc, New York
9. Butler J. Donald, Four Philosophies and their practices in Education and religion Harper

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -10	C C 09	Course -07	Sociology of Education	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To develop on global perspective and help in solving the prevailing problems of education in India.
- ❖ To understand concept and process of Educational Sociology, Social Organization and Social Sub-system
- ❖ To understand relationship between education and social sub-system and education and social change.
- ❖ To know issues of equality, excellence and inequalities in education.
- ❖ To know the constraints of society in India.

### Course Contents:

#### Unit: I Sociology and Education.

- a) Education and Sociology
- b) Meaning and Nature of Educational Sociology
- c) Sociology of education
- d) Education as a social subsystem
- e) Education in present Emerging Indian Society

#### Unit: II Sociological Impact/Agencies of Education.

- a) Education and the family
- b) Education and the Community
- c) Education and modernization
- d) Education and Culture
- e) Education and Democracy

#### Unit: III Social Change and Mobility

- a) Socialization of the child
- b) Social change - Meaning and nature
- c) Social stratification
- d) Social mobility
- e) Social Control

#### Unit: IV Issue Related to Socialization of Education

- a) Education as related to social equity and equality of educational opportunities
- b) Education of socially and economically disadvantaged section of the society with special reference to scheduled castes and scheduled tribes, women and rural population
- c) Solutions of social problems in modern India (Unemployment cultural pollution and indiscipline through survey method)

### Assignment Works:

- Preparation of one Sociological term paper.
- Three abstracts of Sociological article published in some standard journals.

### Practical works:

- Make a presentation based on any one topic of the course.
- Prepare a report on any social problem through survey method in the society.

### References:

1. पाण्डेय रामशकल, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ.पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
3. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड, नई दिल्ली
4. पाठक पी.डी. (2008), भारतीय शिक्षा और उसकी समस्याएं, विनोद पुस्तक मंदिर, आगरा
5. पाठक एवं त्यागी (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
6. एच.एस. बघेला (2007), शैक्षिक एवं उदीयमान भारतीय समाज, राजस्थान प्रकाशन, जयपुर
7. सिन्हा मंजरी, सिन्धू आई.एस. (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा
8. औदित्य हिमांशु (2007), शिक्षा और उदीयमान भारतीय समाज, आस्था प्रकाशन, दिल्ली
9. पाण्डेय, रामशकल (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. त्यागी जी.एस. डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
11. सरयू चौबे (2005), शिक्षा के समाज शास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
12. Gore, M.S. et al. (1967), Papers in the Sociology of Education in India, NCERT, New Delhi,
13. Hanseu, D.A. et. Al, (1967), On Education : Sociological Perspective, John Wiley and Sons., New York.
14. Kneller , G. F. (1965), Education Anthropology, John Wiley and Sons, New York.
15. Durkheim, E. (1965), Education and Sociology of Education, The Free Press of Glenoce, New York.

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -11	C C 10	Course -08	Curriculum Studies	70	30	100	4

**Learning Outcomes:** After completion of the course the student will able:

- ❖ To define Curriculum and its concept
- ❖ To identify the components of Curriculum
- ❖ To describe the various Principles of Curriculum Construction
- ❖ To describe various approaches to curriculum construction
- ❖ To explain and compare various types of curriculum
- ❖ To describe various guiding principles for selection and organization of Learning Experiences
- ❖ To differentiate Formative and Summative Evaluation
- ❖ To explain various tools used in Curriculum Evaluation

### Course Contents :

#### Unit -I Meaning and Concept of Knowledge and Curriculum Development :-

- a) Define Knowledge and Curriculum
- b) Concept of Curriculum : Official Curriculum and Hidden Curriculum.
- c) Components of Curriculum : Objectives, Content, Learning Experiences and Evaluation.
- d) Bases of Curriculum Development : Philosophical, Sociological and Psychological.
- e) New Trends in Curriculum Development : -
  - NCF 2005 for School Education.
  - NCFTE 2009 for Teacher Education.

#### Unit-II Curriculum Development and Design

- a) Basic principles of curriculum development
- b) Models of curriculum development : -
  - Scientific technical models and non - scientific non - technical models, system analysis
  - Saylor, Alexander and Lewis: administrative model (Deductive model)
  - Taba model (Inductive model/ Grassroots model)
  - Tyler model
- c) Types of Curriculum Design :
  - Child Centered /Learner Centered
  - Activity Centered
  - Community Centered
  - Experience Centered
  - Problem Centered and Core curriculum
  - Spiral Curriculum
  - Designing with Local Specific need Curriculum



### **Unit -III Curriculum Implementation**

- a) Rationale of Curriculum Development
- b) Role of State for Making Curriculum
- c) Curriculum as Process and Practice
- d) Relation Ship between Power, Ideology and Curriculum
- e) Differentiate between Curriculum and Syllabus

### **Unit-IV Curriculum Evaluation**

- a) Concept and purpose
- b) Types of curriculum Evaluation:
  - Formative
  - Summative
- c) Assessment criterion of curriculum:
  - Time
  - Local need
  - Relevancy
  - Cost and design of tools

### **Assignment works :**

- Prepare one term paper with related to content.

### **Practical Works:**

- Construct any one curriculum model with in the content.

### **References:**

1. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
2. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद
6. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
10. सक्सेना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -12	C C 11	Course -09	Teacher Education - I	70	30	100	4

**Learning Outcomes:** After completion of the course the student will able:

- ❖ To acquaint with the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ To acquaint with the problems and issues related to the Teacher Education.
- ❖ To acquaint with essentials of Teacher Education.
- ❖ To understand about the development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ To understand about the various aspects of supervision and feed back.

**Course Content:**

### **Unit- I Concept and Structure of Teacher Education.**

- a) Meaning, Nature and Scope of the Teacher Education.
- b) Aims and Objectives of Teacher education at different level.
- c) Need and Importance of Teacher education.
- d) Type of Teacher education institution.
- e) Research in Teacher education.
- f) Issues and Problems of Teacher education.

### **Unit- II Historical development of teacher education in India.**

- a) Vedic period
- b) Buddha period
- c) Muslim period
- d) British period
- e) After Independence

### **Unit- III Teacher Education as a profession.**

- a) Teaching as a profession
- b) Professional growth of teacher education
- c) Quality of teacher education institute.
- d) Teacher's professional organizations.
- e) Curriculum at the different stages of teacher education.

### **Unit- IV Pre Service and In Service teacher education**

- a) Need of pre-service and in-service professional education for teachers at different levels in the present Indian situation.
- b) Need and type of pre-service and in-service teacher education.

- c) Various programmes of in-service teacher education (Orientation and refresher course for teachers).
- d) Role of different institutions for pre-service and in service teacher education.
- e) Role of distance education pre-service and in-service teacher education programme.

#### **Assignment Work:**

- One term paper on any topic related with the about unit.
- A review of a research Article in teacher Education and write Implication for Practitioner.

#### **Practical Work:**

- Supervision of B. Ed. practice lesson at least ten lesson of students and prepare a report.
- Make a presentation based on any one topic of the above course.

#### **Internship: Critical Analysis (One topic)**

- 1 College Admission Process
- 2 Time Management
- 3 Morning Assembling Programme
- 4 Introduction of College
- 5 Class Management
- 6 Library Management
- 7 Field Management
- 8 Laboratory Management
- 9 Co-curricular Activities
- 10 Conducting of Meeting
- 11 Facilities in College

#### **References:**

1. सेन, अमृत, (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री, रविन्द (2007), आधुनिक भारतीय शिक्षा की समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
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10. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London.
11. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi,
12. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi,

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/Vi va-voce	C I A	Total	Credit
MED -13	C C 12	ISB* C	Internship in T E	70 Practical & viva-voce)	30	100	4

### Internship in Teacher Education Institute

1. Understanding the Admission Process
2. Analysis of Time table
3. Morning Assembly
4. Class Management
5. Various Co-curriculum Activities.
6. Study departmental Meeting
7. Study the Library Process of the Institute Education.
8. Prepare an Action Research on any New Educational Problems

## Semester II

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-14	C F -02	<b>EPC- 2</b>	Information and Communication Technology (ICT) in Education	35 <b>Practical &amp; Viva-voce</b>	15	50	2

**Learning Outcomes:** After completion of this course the students will able:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

### Course Contents:

#### Unit I Fundamental of I C T

- a) ICT : Concept, Characteristics, Importance
- b) New challenges for ICT
- c) Computer, Internet and its Application

#### Unit - II Communication Technology

- a) Communication Technology : Concept, Process and elements of communication
- b) Barriers & merits of Communication
- c) Communicative skill of English and Hindi : Listening, Speaking, Reading & Writing

#### Unit -III MS Office

- a) MS Word : Introduction of features (Text management)
- b) MS. Excel : Introduction of main features (Preparation Marksheets)
- c) MS Power Point : Preparation of Slides
- d) MS Access : creating a database, creating a table, queries and forms

#### Unit - IV Various Use in ICT

- a) Smart class, Virtual class, Digital book
- b) Email, Chating
- c) Searching, Downloading and Uploading
- d) Video Conferencing

**Assignment Works:**

- Write any one term paper with in the content.

**Practical Works:**

- Prepare a P P T on any one subject.

**References:**

1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
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6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Reinhold Co. New Jersey, 1969
10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
12. सिंह, मया शंकर, 2007, शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली-110002
13. Computer for Education, Working paper I<sup>st</sup>, NCET, 1967

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -15	C E -01	Course -10	<b>Specialization on course I</b> <b>Area A</b> <ul style="list-style-type: none"><li>Elementary Education-I</li></ul> <b>OR</b> <b>Area B</b> <ul style="list-style-type: none"><li>Secondary &amp; Senior Secondary Education-I</li></ul>	70	30	100	4

#### Elementary Education - I

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To understand the concept and History of Primary Education.
- ❖ To understand the problems of Primary Education.
- ❖ To understand the curriculum, evaluation pattern and different activities of Primary Education.
- ❖ To understand the recent plans or scheme of central and state govt. for Primary Education.
- ❖ To provide the solution of different problems of Primary Education.

#### Course Contents:

##### Unit - I History of Primary Education

- Concept of Primary Education.
- Primary Education : Origin and Development.
- Compulsory Primary Education : History and Development
- Objective of Primary Education

##### Unit - II Problems of Primary Education

- Wastage and Staganation
- Single Teacher School
- School Building and Other Facilities
- Lack of Proper Guidance

##### Unit - III Activities in Primary Education

- Right to Education Act - 2009 : Review
- Review the Recent Curriculum of Primary Education
- Recent Evaluation System of Primary Education
- Different Activities Organized in Primary Education

#### **Unit - IV Recent Govt. Schemes for Primary Education**

- a) Provisions for Primary Education in Recent Five Year Plan
- b) Recent Rules and Provision of State Govt. for Primary Education
- c) Measures of Quality Enhancement in Primary Education
- d) Organization and Execution of Mid-day-meal Programme

#### **Assignment Work:**

- Prepare a term paper on a given topic of your syllabus.
- Review any two recent articles on Primary Education.

#### **Practical Work:**

- Observe a Primary School, prepare detail report and suggest the solution of its problems.

#### **References:**

1. Dash, B. N. (2014), History of Education in India, Dominant Publishers & Distributors, New Delhi
2. पारीक, मथुरेश्वर, सिडाना, अशोक (2008), भारतीय शिक्षा की समस्याएँ एवं नई प्रवृत्तियाँ, शिक्षा प्रकाशन, जयपुर।
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5. अग्रवाल, बी. डी. (2005), आधुनिक भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
6. त्यागी एवं पाठक (2005), भारतीय शिक्षा की समसामयिक समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
7. Chaube. S. P. (2005), History and Problems of Indian Education, Vinod Pustak Mandir, Agra.
8. Singh, Yogendra Kumar, Nath, Ruchika (2005), APH Publishing Corp. New Delhi
9. पाठक, पी. डी. (2004), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
10. Sharma, Yogendra K. (2003), History and Problems of Education, Kanishka Publishers, New Delhi
11. प्राथमिक शिक्षक, त्रैमासिक पत्रिका, एन. सी. ई. आर. टी., नई दिल्ली।



### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -15	C E -01	Course -10	<b>Specialization on course I</b> <b>Area A</b> <ul style="list-style-type: none"><li>Elementary Education-I</li></ul> <b>OR</b> <b>Area B</b> <ul style="list-style-type: none"><li>Secondary &amp; Senior Secondary Education-I</li></ul>	70	30	100	4

#### Secondary & Senior Secondary Education I

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

#### Course Contents:

##### Unit - I Secondary Educations : Before and After

- Introduction of Secondary Education.
- Secondary Education before Independence.
- Secondary Education after Independence.
- Development of Secondary Education.

##### Unit - II Problems Their Solution of Secondary Education

- Aimlessness.
- Student Indiscipline.
- Dearth of Money.
- Absence of Community Life.

##### Unit - III Objective of Secondary Education

- Secondary Education Commission 1952-53.
- Education Commission 1964-66.
- Reasons & Purposes for setting up the education Commission.
- Government Revolution on Secondary Education Policy 1913.

## Unit - IV Suggestion & Recommendation of the Commission

- a) Equalization of Educational Opportunities.
- b) Science Education.
- c) Teaching Methods, Guidance & Evaluation.
- d) Teacher Status.

### Assignment Work

- Write a term paper on a topic given in course.

### Practical Work:

- Prepare a structure of different policy.

### References:

1. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा : समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
2. सिंह, राकेश, मानवता की आधारशिला : अनुशासन (2006), बात-शिक्षा की वार्षिक पत्रिका।
3. सिंह, कर्ण (2006) भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
4. मोदी, विकास (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई।
5. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा, जुलाई।
6. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद।
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9. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।
10. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्याएँ, आगरा।
11. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
12. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
13. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
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15. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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17. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -16	C E 02	Course -11	<b>Specialization on course II</b> <b>Area A</b> • Elementary Education - II OR <b>Area B</b> • Secondary & Senior Secondary Education - II	70	30	100	4

#### Elementary Education -II

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To develop knowledge and understanding of the elementary education, its need and significance.
- ❖ To acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ To understand the policy perspective on ECCE in India and world.
- ❖ To develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ To develop skills for research and evaluation in ECCE and training.

#### Course Contents:

##### Unit -I Early childhood care : Policies and perspectives

- a) Early childhood care and Education : Concept, Objectives, Need and Significance
- b) Historical perspective and basic provision for children & schools
- c) ECCE : Indian and Global perspectives in light of recent reports
- d) ECCE : Basic administrative structure and quality concern in USA, UK & India

##### Unit -II Curriculum and Pedagogy

- a) Curriculum for Elementary Education : Characteristics and Importance
- b) Types of Curriculum : Montessori, Kindergarten and Balwari
- c) Curricular approaches & principles : Activity based, Child centered, Inclusive using Story telling, Role play, Puppetry, Musical and Rhythmic exercises etc.

##### Unit - III Programmes and Strategies

- a) Administration and Role of NCERT, SIERT and DIET for ECCE
- b) Panchayatiraj and Community involvement in planning and management for elementary education

- c) Rote and services of NGO's like Bharati Foundation and Azim premji foundation
- d) National and State level programmes for Girl childhood Education, Residential schools for girls and teacher empowerment

#### **Unit -IV Training, Research and Evaluation**

- a) Need and Significance of personnel involved in ECCE
- b) Status & Nature of Training programmes : pre-service and in-service- critical evaluation, issues and problems
- c) Areas of research studies in Elementary Education and problem solving through Action Research
- d) Recent trends in elementary education for training & skill development

#### **Assignment Work: The students may undertake any two the following activities:**

- Study and prepare a report on present status of Elementary Education at State/Regional/ District level.
- Reflection on literature on quality concern and service of one western country (through Internet and Journals etc.)
- Review of past two years innovative programmes in Elementary Education

#### **References:**

1. Lewis, Ramon (2008), Understanding Pupil Behaviour, Routledge Publication, U K
2. Rao, V. K. (2007), Universalization of Elementary Education, Indian Publishers, New Delhi
3. Aggarwal, J.C. and Gupta, S. (2007), Early childhood care and Education (1st Ed.) Shipra Publication, New Delhi.
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6. World Bank, (2004), Reaching out to the Child : An Integrated Approach to Child Development, Oxford University Press, New Delhi
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### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -16	C E 02	Course -11	<b>Specialization on course II</b> <b>Area A</b> <ul style="list-style-type: none"><li>• Elementary Education II</li></ul> <b>OR</b> <b>Area B</b> <ul style="list-style-type: none"><li>• Secondary &amp; Senior Secondary Education II</li></ul>	70	30	100	4

#### Secondary & Senior Secondary Education - II

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

#### Course Contents:

##### Unit - I Teacher Education for Secondary and Higher Secondary Level

- Teacher Education for Secondary Level.
- Teacher Education for Higher Secondary Level.
- Teacher Education for Higher Secondary Level -Vocational System.

##### Unit - II In Service Teacher Education & Methods

- In Service Teacher Education for Secondary Level .
- Methods of in-service Teacher Education for Secondary Level.
- Board of Education, Rajasthan.

##### Unit - III Curriculum , Control, Administration, Examination, Evaluation of Secondary Education

- Curriculum of Secondary Education.
- Control and Administration of Secondary Education.
- Examination, Evaluation in Secondary Education.

##### Unit - IV Vocationalisation, Expansion of Secondary Education

- Vocationalisation of Secondary Education.
- Jawahar Navodaya Vidyalaya.

c) Expansion of Secondary Education.

### Assignment Work

- Write a term paper on a topic given in the course.

### Practical Work:

- Critically evaluate of the teaching methods of any one school.

### References:

1. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा : समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
2. मोदी, विकास (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई।
3. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
4. सिंह, राकेश, मानवता की आधारशिला : अनुशासन (2006), बात-शिक्षा की वार्षिक पत्रिका।
5. आचार्य, पं. श्री राम शर्मा (2005), आधुनिक जीवन शैली से अभिशप्त हमारी भावी पीढ़ी, 'अखंड ज्योति', नवा संस्करण, जून।
6. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड़, इलाहाबाद।
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा, जुलाई।
8. पाठक, पी.डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
9. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्यायें, आगरा।
10. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
12. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
13. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
14. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
15. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजुकेशन), राजकमल प्रकाशन, दिल्ली।
16. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।
17. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
18. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -17	C C 13	Course -12	Research Methods and Advanced Statistics	70	30	100	4

**Course Objectives:** After completion of this course the students able :

- ❖ To convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ To compute relevant measures of average and measures of variation.
- ❖ To spell out the characteristics of normal probability of distribution.
- ❖ To examine relationship between and among different types of variables of a research study.
- ❖ To calculate the Significant between two sets of independent and correlated samples.
- ❖ To test the hypotheses based on sample Statistics.

**Course Contents:**

#### **Unit -I Introduction to Educational Statistics**

- a) Concept of Statistics (Meaning , Needs and Importance.)
- b) Data- types, Sources of Educational Data.
- c) Scales of measurement –Nominal, Ordinal, Interval and Ratio.

#### **Unit-II Descriptive Statistics**

- a) Measure of Central Tendency :
  - Mean
  - Median
  - Mode
- b) Measure of Variability
  - Range
  - Average Deviation (AD)
  - Quartile Deviation (QD)
  - Standard Deviation (SD)
- c) Measure of Relative Positions
  - Percentile & Percentile Rank
  - Quartile
  - Decile's
  - Standard Score (Z) and T- Score

#### **Unit- III Test Construction and Data Analysis**

- a) Research Tool : Teacher Made and Standardized
- b) Standardization Procedures of Test.
  - Reliability
  - Validity
  - Usability
  - Norms

- c) Graphical representation of Data
  - Histogram
  - Frequency Polygon
  - Ogive
  - Pie-chart
- d) NPC (Normal Probability Curve)
- e) Skewness and Kurtosis
- f) SPSS in Research

#### **Unit- IV Inferential Statistics**

- a) Sampling Error, Level of Significance and Null Hypothesis.
- b) Type –I Error, and Type-II Error
- c) Testing of Hypothesis(one-tail and Two- tail)
- d) Parametric- Test
  - T-test
  - F/ANOVA test (One way, Two way ANOVA)
  - ANCOVA (Analysis of Co-Variance)
- e) Non- Parametric test
  - Chi – Square( $x^2$ ) Test and its uses
  - U- Test
  - Sign test, Rank test and Median Test
- f) Correlation : Concept and Type
  - Rank- order Correlation
  - Product- Movement Correlation
  - Partial and Multiple Correlation
  - Bi- Serial and Point Bi- Serial Correlation
  - Tetra choric and Phi- Coefficient

#### **Assignment work:**

- Write any one term paper with examples and solution.

#### **Practical work:**

- Calculate Reliability and Validity of any Teacher made test.
- Prepare a calculation sheet on SPSS Package.

#### **References :**

1. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
2. Ravid, Ruth. (2000), Practical Statistics for Education. New York: University Press of America
3. McCall, R. (1993), Fundamental Statistics for the Behavioural Science. New York: Harcourt Brace.
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### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/Viva-voce	C I A	Total	Credit
MED -18	C C 14	Course -13	Internship	70 Practical & Viva-voce	30	100	4

#### Distribution of Internship

Course	Theory/ Practical/Viva-voce	CIA	Total
Field observation Experience			
a) Class supervision of prepare innovative lesson (any 4 methods)	40	20	60
b) Institutional planning, system, structure at the school stage	30	10	40

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/Viva-voce	C I A	Total	Credit
MED-19	C C 15	ISB* C	Dissertation	35 Practical & Viva-voce	15	50	2

Preparation of Research Design (Qualitative)

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-20	C C 16	EPC- 3	Academic Writing	35 Practical & Viva-voce	15	50	2

#### Academic Writing Works:

1. Prepare an Article on current topic.
2. Present a Seminar paper (National/State/International)
3. Prepare two content lesson of B. Ed. syllabus. (any two)
4. Prepare a base review (any reference book)
5. Script/Story (Drama)

### Semester III

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/Viva-voce	C I A	Total	Credit
MED-21	C F 03	EPC-4	Gender Education	35 Practical &Viva-voce	15	50	2

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To understand the modern concept of Gender Education.
- ❖ To develop basic understanding & familiarity with key Concept, Society, Social problem, Social relationship, new trends.
- ❖ To acquire knowledge of the role of different organization.
- ❖ To know different activities related to gender issue in school.

**Course Contents:**

#### **Unit - I Gender Related Concepts**

- a) Concept of Gender
- b) Gender and human development
- c) Gender - Based Violence
- d) Gender and Economics Rights

#### **Unit - II Role of Society & Organization in Gender**

- a) Concept of Gender Education
- b) Gender and Media relation
- c) Gender & Citizenship
- d) Equality & Inequality of Caste and Gender

#### **Unit - III School Activities related to Gender**

- a) Suggestion of parents and teacher for Gender Equality
- b) Activities for Gender Equality, Prayer Assembly, Art Education, Games
- c) Observation and Presentation related to Gender disparities in Present Society

#### **Unit - IV Creative Writing in Gender Issue and Govt. Provision**

- a) Review of a text book/article related to Gender Equality
- b) Write a summary of Auto-biography/stories/self experience related to Gender Inequality
- c) Planning of Gender Education in Govt. sector

**Assignment Works:**

- Study of any one significant of a secondary school, prepare report detail - it's possible causes and solution.
- One term paper solve.

**Practical Works:**

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O. working locally.

**References:**

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4. Govt. of India (1992), Natioanl Policy on Education 1986/92, New Delhi: MHRD, Govt. of India
5. Govt. of India (1992), Programme of Action. New Delhi: MHRD, Govt. of India
6. Gupta, K. R., Gender Problems & Policies, Atlantic Publishers, Darya Ganj, New Delhi
7. [www.gender.com.ac.uk](http://www.gender.com.ac.uk).
8. [www.genderstuddies.org](http://www.genderstuddies.org).
9. [www.genderparddigm.com./publication/html](http://www.genderparddigm.com./publication/html).

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -22	C C 17	Course -14	Teacher Education - II	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To acquaint the concept, aims and organizing the student teaching
- ❖ To understand the place of practice teaching and its principles in teacher education.
- ❖ To know various patterns of student teaching, their methods of organization and evaluation.
- ❖ To understand various techniques and methods of evaluation of student teaching.
- ❖ To know various innovative instructional methods used in teacher education programme.
- ❖ To know latest researches done in the field of teacher education and student teaching.

### Course Contents:

#### Unit- I Student Teaching and its Pattern

- a) Concept of student teaching.
- b) Objectives of student teaching.
- c) Scope and importance of student teaching.
- d) Problems of Student teaching in institutions preparing teachers.
- e) Practice teaching and off campus programme.

#### Unit- II Training in Teaching Skills

- a) Teaching models (concept attainment & inquiry training model, garjiya model)
- b) Microteaching programme for training of teaching skill
- c) Lesson plan for student teacher
- d) Planning the practice teaching programme
- e) Supervision of practice teaching programme

#### Unit- III Instruction Methods and Agencies of Teacher Education and Teacher Behavior

- a) Instruction methods in teacher education (seminars, workshop, Panel discussion )
- b) Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- c) State level agencies of teacher education (SCERT, IASE, CTE, DIET)
- d) Maintenance of school records of student performance
- e) Teacher behavior (flanders interaction )

#### Unit-IV Evaluations of Teacher Education Programme

- a) Concept of evaluations in teacher education programme
- b) Importance of evaluation in education
- c) Types of evaluations
- d) Internship programme

**Assignment work:**

- One term paper on any topic related with the about unit.

**Practical work:**

- Prepare a report on latest rules & regulation of any one educational agency.
- Study of the annual report SCERT/NCERT/RIE to identify various programmes for professional development of teacher education.

**References:**

1. सेन, अमृत (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा की समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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15. Rugg. H. (1952), Training of Teachers, Harper Bros.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -23	C E 03	Course - 15	1. Specialization on courses - I Student will choose any one area which will comprise of three papers <b>Area (a) :</b> Educational Administration and Management 1. Principles of Educational Administration and Management	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ To understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ To know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ To be acquainted with the procedure of decision making and scientific management.
- ❖ To make the students with new trends and techniques of educational management.

**Course Contents:**

### **Unit -I Educational Administration and Management**

- a) Concept, Nature, Scope and Development of Administration and Management.
- b) Historical Development and Contribution.
- c) Modern Development : Scientific Management Approach, System Approach, Situational Approach.
- d) Competency Concept of Graft, Administrative Behaviour - Halpin

### **Unit -II Educational Organization**

- a) Meaning and principles of Educational Organization.
- b) Organizational Behaviour & Climate - Maslow's theory of needs and job satisfaction.
- c) Organizational Development : Structural patterns, Analysis of factors affecting the organization.

### **Unit -III Educational Leadership and Decision Process**

- a) Concept, Types and Styles of Educational Leadership.
- b) Models of Leadership : Ohio State model, Managerial Greid Model.
- c) Concept, Types and styles of Decision making.
- d) Models and Process of Decision making.

### **Unit -IV Educational schemes and agencies**

- a) Educational Administration Policies : Post 1986 Development.
- b) Centrally sponsored schemes and Role of state level Educational Administration.

- c) Various agencies related to Educational Administration at state and National level and their functions.

### Assignment(Any One)

- Prepare a report on recent state/central level schemes related to education and their administration.
- Prepare a report on any agency related to educational administration at state/ National level and its major functions.

### Practical(Any one)

- Prepare ppts on historical development and important contribution related to principles of educational administration and management.
- Prepare ppts on survey report related to organizational climate of any educational institute and their related remedies.

### References:

1. मिश्रा महेन्द्रकुमार, (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
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7. सिडाना अशोक शर्मा, अंजलि, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
9. पाण्डेय रामशक्ल, (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
10. बघेला एच. एस., (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
11. सिंह रामपाल, (2005), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
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13. Tarachand and Ravi Prakash (1997), Advanced Educational Administration, Kanishka Pub., New Delhi.
14. Chandrasekaran, Premila (1994), Educational Planning and Management, Sterling Publishers, New Delhi
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16. Griffiths, David (1959), Administrative Theory, Appleton Century Crafts. Inc. New York.
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18. गुप्ता, एल. डी. उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़।

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -24	C E 04	Course -16	2. Specialization on courses II <b>Area (a) :</b> Educational Administration and Management 2. Educational Administration and Management Practice	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To acquaint the knowledge of different Education Administrative Structure in India.
- ❖ To know about various procedures of Educational Supervision an Co-ordination.
- ❖ To develop understanding of the concept and forms of Educational Management.
- ❖ To gain knowledge about the concept and principal of Financial Management.
- ❖ To assess the understanding about different Contemporary Trends in Educational Management.

### Course Contents:

#### Unit- I Educational Administrative Structure in India

- a) Concept, need, Characteristics, Principles, Functions, Scope, Educational administration and Educational Management.
- b) Level : Panchayat and Zilla Parishad, District.
- c) Level : State and Central
- d) Control and Pressures on Educational Administration.

#### Unit- II Educational Supervision and Co-ordination

- a) Concept, need, Scope of Supervision
- b) Procedure and Process of Supervision
- c) Co-ordination - Concept, Need, Scope

#### Unit- III Communication in Educational Administration and Management

- a) Concept, need, scope
- b) Types and forms
- c) Process and Function
- d) Delimitation

#### Unit- IV Educations Financial Management and Contemporary Trends in Educational Management

- a) Concept, need, scope, Types, Principles Financial Management.
- b) Budget, Concept, need, types, process.
- c) T.O.M. Total Quality Management.
- d) Time Management



### Sessional Works: (Any two)

- Prepare a case study report of the organizational climate of a school.
- Prepare a financial budget report of a particular school.
- Prepare a two term paper of the content P.P.T.
- Abstracts of two recent articles related to Educational Administration and Management.

### References:

1. मिश्रा महेन्द्रकुमार (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
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22. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row pub.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C IA	Total	Credit
MED -25	C E 05	Course 17	3. Specialization on courses III <b>Area (a) :</b> Educational Administration and Management 3. Modern Trends in Educational Administration and Management	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To develop an insight into modern perspectives and trends of Educational Administration and Management.
- ❖ To acquire the knowledge of Educational Management at different levels through scientific management.
- ❖ To develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ To develop knowledge of accreditation process, finance management and its application.
- ❖ To understand the planning procedure, human resource management and some new trends.

### Course Contents:

#### Unit- I Educational Management and Its Levels

- a) Educational Management - Concept, Scope and Characteristics of good management
- b) Difference between Educational Administration and Education Management
- c) Management at different levels - Elementary, Secondary and Higher Education
- d) Scientific Management through PERT, CPM and PPBS

#### Unit - II Resource Management

- a) Resources : Types, Scope and Need in Organization
- b) Human resource management : Staff recruitment and cadre management policies and practices
- c) Performance appraisal, Grievance redressal mechanism & Teacher's union
- d) Conflict Management : Types of Conflict, Getzel's theory and Conflict management

#### Unit - III Planning and Financial Management

- a) Educational planning : Concept, Types and Approches
- b) Appraisal and Analysis of Educational Data, formulation of policy and planning proposal
- c) Finance Management : Process of financing, Types of Educational Expenditure, Monitoring, Accounting and Auditing
- d) Resource Mobilization & Finance, Project Analysis, Criteria for allocation of funds

## **Unit - IV Evaluation and Accreditation**

- a) Evaluation of Educational Management : Summative & Formative
- b) Accreditation & Appraisal of Institute : Objective, Guidelines & Types
- c) Administration - plan & non plan schemes and provisions at central and state level
- d) Educational management information system (EMIS), Project management information system (PMIS)

### **Assignment (Any One)**

- Prepare a report related to performance appraisal of any educational administrative unit.
- Prepare a review report for educational programmes at state level
- Prepare a critical report for human resource development programmes in any organization.

### **Practical (Any One)**

- Prepare PPT's related to summative and formative evaluation structures of educational management evaluation.
- Prepare PPTs for monitoring and auditing related to observation for financial management.

## References:

1. प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
2. सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
1. वर्मा जे. पी शैक्षिक प्रबन्धन (2007), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. सिडाना अशोक शर्मा, अंजलि (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
3. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
4. पाण्डेय रामशक्ल (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
5. सिंह रामपाल (2007), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
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7. Fernandez, Patnayak and Others (ed.) (2000), Human Skills, Himalaya Pub. House, Delhi
8. Sapra, C.L. Towards (2000), and Beyond : Preparation of Educational Managers.
9. Kapoor, Shashi (1999), Human Resource Development & Training-In Practice, Pub. By Infinity Books, New Delhi
10. Delors Jacques, (1998), Education for the 21<sup>st</sup> Century: Issues and Prospects. UNESCO
11. Kaushik Vijaya Kumar & S.R. Sharma (1997), Education and Human Resource Development, Anmol Pub. New Delhi
12. Sundar Ram D. (ed.) (1996), Dynamics of District Administration- A New Perspective, Kanishka Pub.
13. Wehrich, Heinz, Koontz Harold, (1993), Management: Global Perspective, McGraw Hill, New York
14. Timer Thomas B., Kirp David, L. (1988), Managing Educational Excellence, The Faner Press Philadelphia
15. Treasury (1984), Economic Management, Government Printer, Wellington
16. Ellio Zapulla, (1983), Evaluating Administrative performance : Current trends and techniques, Star Pub. California 1983
17. Tanner, C. Kenneth, Willams Eart J. (1981), Educational Planning and Decision making, Lexington Books Massachusetts
18. Hall, Richard H. (1977), organizations, Structure and Process, Prentice Hall Inc. New Jersey
19. Sayles Leonard R. Strauss George (1977), Managing Human Resources, Prentice Hall, Inc. New Jersey
20. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row publication.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -23	C E 03	Course 15	1. Specialization on courses - I Student will choose any one area which will comprise of three papers <b>Area (b) Education Technology</b> 1. Principles of Educational Technology	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To acquaint the students with the concept, definition and Scope of educational technology.
- ❖ To acquaint the students with the system approach, communication process and content analysis.
- ❖ To enable the students to understand about the principles of programmed learning.
- ❖ To acquaint the student about the role of instructional technology.
- ❖ To acquaint the student about the teaching model.

**Course Contents:**

### Unit - I Concept of Educational Technology

- a) Educational Technology: Concept, its definition, nature, scope.
- b) Forms of educational technology: teaching technology, instructional technology and behavior technology.
- c) Approaches of educational technology: Hardware Software and System approach.

### Unit-II Communication & its Process

- a) Communication in education, communication process, types, communication in teaching learning.
- b) Comparative study of memory, understanding and reflective level of teaching.
- c) Content analysis.

### Unit- III Models of Teaching Technology

- a) Teaching Models: Concept, characteristics.
- b) Glasser's Basic Training Model.
- c) Creativity Teaching Model.

### Unit-IV Programme Learning Approaches

- a) Programmed Learning: Meaning, characteristics, principles.
- b) Types of programmed learning: Linear and branching.
- c) Advantages and limitations of programmed learning.

**Assignment Work :**

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.

**Practical Work:**

- Preparation of any two low cost teaching aid/ PPT Preparation

**References :**

1. मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सिंह, कर्ण (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन।
3. अग्रवाल जे. सी. (2007), शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर, आगरा।
4. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, जयपुर : शिक्षा प्रकाशन।
5. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
6. Sampath, K. Painiselvam A. and Santhanam (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
7. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London,
8. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
9. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
10. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, Lonson,.
11. Wardlock Educational Thomas, C.A., (1963) : Programmed Learning in Perspective- A guide to programme writing, Banking Essex, Adelphi.
12. Green, E.J.(1960), The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
13. Buch, M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -24	C E -04	Course -16	2. Specialization on courses II <b>Area (b)</b> Education Technology 2. Innovative Methods and Techniques in Educational Technology	70	30	100	4

**Learning Outcomes:** After completion of this course the student will be able:

- ❖ To understand the idea of Methods, Techniques and Models of Teaching Technology.
- ❖ To develop knowledge of Various Teaching Methods and Techniques.
- ❖ To acquire the knowledge of new trends in teaching technology.
- ❖ To apply teaching for effective and innovative class room teaching.

### Course Contents:

#### Unit - I Concept of Innovation and Objective

- a) Innovation : Meaning, Definition and Characteristics.
- b) Methods : Concept, Characteristics and Utility.
- c) Components of Instructional Process: Objectives, Concept and Methods.
- d) Formulation objective domains of behaviour :
  - Cognitive
  - Affective
  - Psychomotor

#### Unit - II Principal Methods of Teaching

- a) Democratic Methods : (Concept, Merits and Limitation)
  - Project
  - Laboratory
  - Excursion
  - Group Discussion
  - Problem Solving
  - Programme Learning
  - Brain Storming
  - Review Methods
  - Hueristic Method
  - Co-operative Learning Methods
- b) Auto-cratic methods (Concept, Merits and Limitation)
  - Demonstration
  - Team Teaching

## **Unit - II Innovative Techniques of Teaching Technology**

- Video - conferencing
- Questioning
- Illustration
- Exposition
- Comparison
- (CAI) Computer Assisted Instruction)
- Reflective dialogue
- Online classes/E-learning

## **Unit -IV Models of Teaching Technology**

- a) Interaction Analysis (Flander's)
- b) Social Learning Models (Bandura)
- c) Advance Organizer Teaching Model (David Ausubel)
- d) Developmental Teaching Model (Jean- Piaget)

### **Assignment Work: (Any two)**

- Write one term paper.
- Prepare a lesson plan with using any innovative methods.

### **Practical Works:**

- Prepare a Teaching model with examples

### **References:**

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y. Hastings House
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6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO



## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -25	C E 05	Course17	3. Specialization on courses III <b>Area (b)</b> Education Technology 3. Educational Technology & Computer Application	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ Students will become aware of various ICT trends.
- ❖ Students will be able to use computer for their studies and get the general introduction about windows operating system.
- ❖ Students can create presentation and use MS Word for their text formatting
- ❖ Students will know how to create simple marksheet and will be able to use Internet for their study purpose.

### Course Contents:

#### Unit - I I C T in Education

- a) ICT : Concept, Characteristics, Importance
- b) Challenges for ICT
- c) Multimedia Approaches :
  - Video conferencing
  - Online classes
  - Smart Classes

#### Unit - II Introduction to Computers and Windows Operating System

- a) Introduction to Computers
  - Definition , Application & Block Diagram of Computer
  - Computer Memory, Hardware & Software
  - I/O Devices
- b) Introduction to Windows OS
  - Features of Windows OS
  - Basic Components of Windows OS- Desk Top, Task Bar, System Tray, Icons, Control Panel, File & Folder Management

#### Unit - III Introduction to MS-Word & Ms-Power Point

- a) Introduction to MS-Word
  - An overview of the basics of word processing
  - Editing and Formatting Documents
  - Use spell check , grammar check & Thesaurus
  - Creating Tables

- b) Introduction to Ms-PowerPoint
  - Creating an effective presentation using power point

#### **Unit - IV Introduction to MS-Excel & Internet**

- a) Introduction to MS-Excel
  - Creating an excel worksheet
  - Using formula & functions
  - Creating Charts & Graphs
- b) Introduction to Internet
  - Introduction to Internet, Web Browser and Search Engine
  - Surfing the Net using search engines and download
  - Email

#### **Assignment Works:**

- Write one term paper.

#### **Practical work:**

- Prepare a P P T lesson with any concept of this paper.

#### **References:**

1. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London, Wardlock Educational.
2. Sampath, K. Painiselvam A. and Santhanam S. (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
3. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
4. Buch, M.B. & Santhanam M.R. (1980), Communication in Class Room CASE Baroda.
5. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
6. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, London,.
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8. Green, E. J. (1960), The Learning Process & Programmed Instruction. NY. Holt, 1968, Rinehart & Winston Inc.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -23	C E 03	Course -15	3. Specialization on courses - I <b>Area (c)</b> Measurement and Evaluation 1. Principle of Measurement and Evaluation	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To understand the meaning and basic concepts of measurements and Evaluation.
- ❖ To differentiate between measurement and evaluation.
- ❖ To acquaint the students with new trends in examination reforms.
- ❖ To develop critical thinking the students to understand the process of test development and their standardization.

### Course Contents :

#### Unit : I Concept of Measurement and Evaluation

- a) Measurement: Physical vs. Psychological and Educational Measurement
- b) Differentiate between Measurement and Assessment
- c) Types of Evaluation
  - Placement Evaluation
  - Formative Evaluation
  - Summative Evaluation
  - Diagnostic Evaluation
  - Prognostic Evaluation

#### Unit : II Measurement of Learning and Achievement

- a) Norm-referenced Test vs. criterion reference Test
- b) Scale, Test, T-score, Z-score
- c) Construction of an Achievement Test
  - Blue print
  - Try out of the test
  - Item-analysis
  - Difficulty Level, Discrimination Power Index

#### Unit : III Standardization of Test

- a) Standardization Procedures for a test administration, Scoring and reporting
- b) Teacher made Test vs. Standardised Test
- c) Quality of a good Test
  - Validity
  - Reliability
  - Objectivity
  - Norms

**Unit : IV Assessment of Validity , Reliability and Norms**

- a) Concept, definition of validity, reliability and norms
- b) Types of validity, reliability and norms
- c) Determining degree of reliability and validity
- d) Factors affecting validity and reliability
- e) Relationship between validity and reliability

**Assignment Work : (Any two)**

- Construct, Try out and done item analysis of a teacher made test.
- Calculating Reliability of a test with using any methods.
- Establishing validity of a test with using any methods

**References :**

1. Ferguson , George A.(1971), Statistical Analylsis in Psychology and Education. MC-Graw Hill Kegakusha Ltd.
2. Anastasi, A. (1970), psychological Testing, Macmillan New Delhi.
3. Gailford,J.P.& Frutcher,B (1970), Fundamental Statistics in psychology and education MC Graw-Hill Kagakush Ltd.
4. Grounlund, N. E. (1968) Measurement and exaluation in Teaching Macmillan co.
5. Cronbach, L. J. (1960), Essential psychological Testing, New York: Harper
6. Bloom,B.S. (1956), Taxonomy of Objectives "Cognitive Domain", Logman,New York.

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -24	C E 04	Course -16	3. Specialization on courses II <b>Area (c)</b> Measurement and Evaluation 2. Tools and Techniques of Evaluation in Education	70	30	100	4

**Learning Outcomes:** After completion of this course the student will able:

1. To understand the process and performance through using various types of test items.
2. To acquaint the knowledge of preparing tools link Check list, Rating scales, Questionnaires etc.
3. To develop understanding about various Evaluation procedures
4. To obtain the knowledge of objectives in Evaluation
5. To know preparation of achievement and diagnostic tests and complete question paper.

### Course Contents:

#### Unit : I Role of Testing of Non-Testing Techniques in Educational Evaluation

- a) Purpose and Function of Testing in School
- b) Interpretation of Raw Score to Standard Score
- c) Types of psychological Tools
  - Questionnaires
  - Check list
  - Rating Scale
  - Interest inventories
  - Sociometric techniques
  - Interview Schedule

#### Unit : II Taxonomy of Evaluation and Objectives

- a) B.S.Bloom's Taxonomy of Objectives
  - Cognitive Domain
  - Affective Domain
  - Psychomotor Domain
- b) Oral Test vs. Written Test
- c) Speed Test vs. Speeded Test
- d) Objective vs. Subjective Test
- e) Objective based Evaluation Procedure

#### Unit : III Measurement of Psychological Trait

- a) Intelligence test
- b) Personality Inventories
- c) Attitude Scale ( Likert and Thurston Scale)
- d) Measurement of creativity (Verbal vs Non-verbal)

**Unit : IV Uses and Limitations of Test Norms**

- a) Item Analysis -Purpose and Procedure
- b) Discrimination Power & Difficulty Index-methods of calculation
- c) Distractor Factor and its needs in a test
- d) Types of Norms: Age,Grade, Percentile, T and Z Score norms
- e) Types of Scale
  - Cardinal Scale
  - ordinal Scale
  - Interval Scale
  - Ratio Scale

**Assignment and Practical Works: (any two)**

- Write any two term paper in the content
- Prepare any one questionnaire for a test.
- Develop a Check List or Interview Schedule.

**References :**

1. Grounland, N.E. (2003), Educational Measurement & Assessment in Education, Macmillan co. (8th Edition)
2. Ferguson, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill,New Delhi
3. Dayton, C. (1970), The Dosing of Educational Experiments, MC Graw Hill, New Yoek
4. Edwards A.L. (1970), Techniques of Allitude Scale Construction , Mc Graw Hill, New York
5. Anastasi , A. (1968), Psychological Testing (3rd Edition) Macmillan , New York
6. Adams, G. S. (1966), Measurement and Evaluation in Education, Psychology and Guidance, Hott Rinehart and Winston, New York
7. Vernon ,P.E. (1965), The Measurement of Abilities, University of London Press Ltd.
8. Numally Jum, C. (1964), Educational Measurment and Evaluation, MC Graw Hill Bool Company New York
9. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	CIA	Total	Credit
MED -25	C E-05	Course 17	3. Specialization on courses III <b>Area (c)</b> Measurement and Evaluation 3. New Trends in Educational Assessment and Statistics	70	30	100	4

**Learning Outcomes:** After completion of this course the students will able:

- ❖ To grasp the holistic idea about Educational Assessment.
- ❖ To enhance skill of new trends in education.
- ❖ To apply and diagnose the learning errors of evaluation.
- ❖ To develop the knowledge and basic use of statistics in education.
- ❖ To create innovation in examination system (CBCS).

### Course Contents:

#### Unit - I New Trends in Education

- a) Grading System Vs. Marking System.
- b) Continuous and Comprehensive Evaluation (CCE)
- c) Question Bank and Examination Reforms.
- d) Use of Computer in Evaluation and open book system of Examination.
- e) Semester System and Choice Based Credit System. (CBCS)

#### Unit - II Diagnostic Test and Remedial Instruction

- a) Needs of Educational Diagnosis in Elementary and Secondary Schools.
- b) Purpose of Diagnostic Test
- c) Preparation Diagnostic Test
- d) Remedial Instruction : Concept, Procedure and Needs.
- e) Preparation of Remedial Test

#### Unit - III Measure of Central Tendency

- a) Mean and its uses
- b) Median and its uses
- c) Mode of and uses

#### Unit - IV Measure of Variability

- a) Range
- b) Quartile Deviation
- c) Average Deviation
- d) Standard Deviation

**Assignment Work: (Any one)**

- Prepare a diagnostic test or remedial material.
- Write a short notes about new trends of Evaluation in Education.

**Practical Work:**

- Collection and prepare a question bank (minimum five years).
- Choose a problem and calculate Mean, Median, Mode and Standard in the same problems.

**References:**

1. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT
2. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
3. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
4. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
5. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
6. National Council of Educational Research and Training (2005), National Curriculum Framework, 2005. New Delhi: NCERT
7. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
8. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
9. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
10. Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
11. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
12. Aggrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House Pvt. Ltd.
13. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
14. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
15. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.



## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED -26	C C 18	ISB* C	Dissertation	70 (Viva-voce-35 & Evaluation-35)	30	100	4

**Dissertation:** Each candidate for the M.Ed. degree is required to investigate a research problem in the field of education and submit a dissertation embodying the results of his/her investigation.

**Viva-voce Board :** The Viva-voce board will consist of the following three persons:

- The External Examiner
- The Supervisor Concerned
- The Head of the Department

## Semester IV

Sr. No.	Course	Paper No.	Title of Papers	Theory/ Practical/ Viva-voce	C I A	Total	Credit
MED-27	C F -04	E P C-05	Inclusive Education	35 Practical & Viva-voce	15	50	2

**Learning Outcomes:** After completion of this course the student will able:

- ❖ To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To Prepare teachers for inclusive schools

**Course Contents:**

### **Unit- I Introduction to Inclusive Education**

- a) Meaning, Objective , Need of Inclusive Education
- b) Principles of Inclusive Education
- c) Evaluation of Inclusive Education
- d) Soluation and challenge's of Inclusive Education

### **Unit- II Types of Inclusive Child**

- a) Concept of Gifted child
- b) Problems of Gifted or Talented Child
- c) Creative Child -Concept, Characteristics
- d) Problems of Deprived Child

### **Unit- III Exceptional Child and Special Educational**

- a) Exceptional Child : Meaning and Types
- b) Physically Handicapped Child
- c) Hearing & Visually Handicapped child
- d) Identification of Behavioural disorder of Special child in class

### **Unit- IV Special Educational need (SEN) of learners in Inclusive School**

- a) Languge Handicapped Child
- b) Special School (Building Co-curricular Activities)
- c) Guidance Service for Exceptional Child (Inside School & Outside School)
- d) Enlisted the Creative Work of Special Child in School activities

**Assignment work: (Any one)**

- Write one term paper of above contents.
- Prepare a book review on special child text.

**Practical work : (Any one)**

- Write a report of evaluation process in inclusive school.

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