S. No	Course Code	Session 2017-18	Session 2018-19	Remark Syllabus Change/ new course
	B.Ed.101	Childhood and Growing up Unit I : Role of Psychology to understand the child	Childhood and Growing up Unit I : Role of Psychology to understand the child	Syllabus Revise
		 Psychology: Meaning, nature and branches of psychology. Methods of psychology: case study and experimental. Education Psychology: Meaning, nature, scope, educational implication of psychology in new era. Child psychology: meaning, concept. 	 Psychology: Meaning, nature and branches of psychology. Methods of psychology: case study and experimental. Education Psychology: Meaning, nature, scope, educational implication of psychology in new era. Child psychology: meaning, concept. 	
		Unit II : Multi Dimensional Development	Unit II : Multi Dimensional Development	
		 Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical Theories of development : (a) Piaget's vgotsky cognitive development (b) Freud's psycho-sexual development (c) Erikson's psycho social development (d) Kohlberys gilligan's moral development (e) Bandura's social developments 	 Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical Theories of development : (a) Piaget's vgotsky cognitive development (b) Freud's psycho-sexual development (c) Erikson's psycho social development (d) Linguistic development (e) Kohlberys gilligan's moral development (f) Bandura's social developments (g) Gessel's maturation theory 	
		Unit III : Child Growing up	Unit III : Child Growing up	
		 Childhood: Meaning, concept and characteristics, effects of family, school, neighbourhood and community on development of a child Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media. Personality: concept and nature, theories of personality, assessment of personality Individual differences : concept, 	 Childhood: Meaning, concept and characteristics, effects of family, school, neighbourhood and community on development of a child Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media. Personality: concept and nature, theories of personality, assessment of personality Individual differences : concept, areas (with special educational 	

B.Ed. (Bachelor of Education): Syllabus Revision in 2018-19.

	 needs concept) and educational implication Unit IV : Learning to Learn Concept and beliefs about learning:- Defining misconception. Brain's role in learning. Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov). Gestalt, Cognitive and Field theory. Information processing theory, Social constructive approach. Types of learning by Gagne. Motivation:- Concept and Maslow's literacy need theory. Creating and maintaining a productive classroom Environment:- Dealing with misbehavior. Multi-culturalism. Changing roles and responsibilities in contemporary Indian Society with regarding educational psychology. Unit V : Psychological Attributes of an individual Intelligence: Meaning, types of intelligence dearding, components, ways of enhancing creativity, relation with intelligence and other factors. Measurement of creativity. Higher Level thinking, reasoning, problem solving, decision making. 	 implication Stress: meaning, types and coping strategies with special reference to personality of adolescent Unit IV : Learning to Learn Concept and beliefs about learning: - Defining misconception. Brain's role in learning. Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov). Gestalt, Cognitive and Field theory. Information processing theory, Social constructive approach. Types of learning by Gagne. Motivation:- Concept and Maslow's literacy need theory. Creating and maintaining a productive classroom Environment:- Dealing with misbehavior. Multi-culturalism. Changing roles and responsibilities in contemporary Indian Society with regarding educational psychology. Unit V : Psychological Attributes of an individual Intelligence: Meaning, types of intelligence – social, emotional and spiritual intelligence, theory of intelligence and other factors. Measurement of creativity, relation with intelligence and other factors. Measurement of creativity. Higher Level thinking, skills – critical thinking, reasoning, problem solving, decision making. Socialization and mental health: Process of Socialization – Group dynamics – Theory of Kurl lewing's. Leadership and its styles (Kimble young). Social prejudice. Mental Health-Common problems related to child- Attention deficit hyperactivity disorder (ADHD). Depression, Learning disabilites, dealing with a problematic child. 	
B.Ed.102	Contemporary India and Education Unit I : Education as an Evolving Concept	Contemporary India and Education Unit I : Education as an Evolving Concept	Syllabus Revise
	 Education: Meaning, concept and nature. Ancient to present 	 Education: Meaning, concept and nature. Ancient to present 	

education as an organized institutionalized form, formal state sponsored activities.	
 Aims of Education: Historicity aims of Education, changing a of education in the context globalization, sources of aims Education: Educational aims derived from the constitution India influence of aims education on the curriculum transactional strategies. Idea educational thinkers such Gandhi, Tagore, Aurobin Dewey Krishnamurthy, Friere Illich. 	aims cof as as of and of and as ndo,
Unit II : Issues and Challenges	Unit II : I
	ning, ecial
reference to Individual Reg Language, Caste, Gender. Role of education in multicult and multilingual society	•
Equalization and	•
Unit III : Constitution and Education	Unit III :
 Study of the Pream fundamental rights and duties citizens. Directive principles state and constitutional values 	s of for
Indian constitution.	•
Constitutional vision related aims of education. Pe Education, Role of Educat School and Teachers as agents imparting culture. Education	eace tion. 5 for
Unit IV : Programme and Policies	Unit IV :
 Overview the development education system in India fill 1948 to 2010 University Education 	

education as an organized and institutionalized form, formal and state sponsored activities.

Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit II : Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, concept, levels with special reference to Individual Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness. Youth unsatisfaction, Moral crises.

Unit III : Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens. Directive principles for state and constitutional values of Indian constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics. Constitutional vision related to aims of education. Peace Education, Role of Education. School and Teachers as agents for imparting culture. Education and Development. Education and Industrialization.

Unit IV : Programme and Policies

 Overview the development of education system in India from 1948 to 2010 University Education Commission – 1946-48. Secondary

	 Commission – 1946-48. Secondary Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986. Rammurthy Committee (1990). Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005. NKC-2006. NCFTE-2009. RTE-2010. SSA, MLL, RMSA, CCE, Navodaya Vidyalaya. Kasturba Gandhi Balika Vidyalaya. Model School. 	 Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986. Rammurthy Committee (1990). Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005. NKC-2006. NCFTE-2009. RTE-2010. SSA, MLL, RMSA, CCE, Navodaya Vidyalaya. Kasturba Gandhi Balika Vidyalaya. Model School. 	
	 Unit V : Innovative Practices Concept, Need of innovation in view of technological and social change. Obstacles in innovation. Role of Education in bringing innovations. Education through interactive mode of teaching: Computer, Internet. Tally and Video-conferencing. Eduset, Smart Class Room. Role of E-learning. E-content, E-magazines and E-journals. E-library. 	 Concept, Need of innovation in view of technological and social change. Obstacles in innovation. Role of Education in bringing innovations. Education through interactive mode of teaching: Computer, Internet. Tally and Video-conferencing. Eduset, Smart Class Room. Role of E-learning. E-content, E-magazines and E-journals. E-library. Yoga Education. Life Skill Education. Education and Competence in life regarding social inclusion. 	
B.Ed.103	 Language across the Curriculum Unit I: Nature of Language and functions Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language. 	 Language across the Curriculum Unit I: Nature of Language and functions Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language. 	Syllabus Revise
	 Unit II: Types of Language and difference Home language (mother tongue) and school language/second language (ii) Formal and informal language (iii) Oral and written language – meaning, principles, objectives, importance, relation, differences. 	 Home language and difference Home language (mother tongue) and school language/second language (ii) Formal and informal language (iii) Oral and written language – meaning, principles, objectives, importance, relation, differences. 	
	Unit III: Theoretical speech of oral and writing Language • Oral aptitude in language. Theoretical speech of oral	 Unit III: Theoretical speech of oral and writing Language Oral aptitude in language. Theoretical speech of oral 	

 aptitude, development of oral expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation Unit IV: Language Skills-I Language skills- (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance 	 aptitude, development of oral expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation Unit IV: Language Skills-I Language skills- (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance, co-relation, methods and techniques. Language laboratory – need, importance, advantage, use in teacher's training. 	
Unit V: Language Skills-II	Unit V: Language Skills-II	
 Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude. Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading. 	 Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude. Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading. 	
Understanding Disciplines and Subjects	Understanding Disciplines and Subjects	Syllabus Revise
 Unit I : Meaning and concept of disciplinary knowledge The Nature and role of disciplinary knowledge in the school curriculum Relationship of disciplinary area with school subject. Difference between disciplines & Interdisciplinary Subject Unit II : School Subjects on Disciplines-I	 Unit I : Meaning and concept of disciplinary knowledge The Nature and role of disciplinary knowledge in the school curriculum Relationship of disciplinary area with school subject. Difference between disciplines & Interdisciplinary Subject Unit II : School Subjects on Disciplines-I 	
	 expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation Unit IV: Language Skills-1 Language skills- (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance Unit V: Language Skills – I Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude. Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading. Understanding Disciplines and Subjects Unit I: Meaning and concept of disciplinary knowledge The Nature and role of disciplinary knowledge in the school curriculum Relationship of disciplinary area with school subject. Difference between disciplines & Interdisciplinary Subject 	 expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation Unit IV: Language Skills-1 Language skills-(LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance Unit V: Language Skills-1 Language Skills-1 Listening skills – Pronunciation intonation, stress, pitch, Rhythm and oral aptitude. Writing skill – Aspects of writing, mechanic of writing, throughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc. Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding and Loud reading. Understanding and concept of disciplinary knowledge The Nature and role of disciplinary knowledge The Nature and role of disciplinary knowledge The Nature and role of disciplinary with school subject. Difference between disciplinary subject Unit I: School Subjects on Disciplines & Interdisciplinary Subject

	 Impact of School Subjects on Disciplines: Social Science: Methods: Lecture method, Project method, Supervised study, Story Telling, Biographical, Source Method, Brain storming Dramatization. Co-operative Learning, Experiential Learning. Unit III : School Subjects on Disciplines-II Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit. Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving. Co-operative Learning. Group Discussion & Panel Discussion, Micro-Macro teaching. Mathematics: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Droblem solving, and Jaboratory 	 Disciplines: Social Science: Methods: Lecture method, Project method, Supervised study, Story Telling, Biographical, Source Method, Brain storming Dramatization. Co-operative Learning, Experiential Learning. Unit III : School Subjects on Disciplines-II Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit. Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving. Co-operative Learning. Group Discussion & Panel Discussion, Micro-Macro teaching. Mathematics: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and laboratory methods & techniques of Teaching 	
	Problem solving, and laboratory methods.	Mathematics: Questioning, Brain storming, Role playing, Simulation. Non formal techniques of learning Mathematics.	
	 Unit IV : School Subjects on Disciplines-III Language: Story, Novel, Poetry, Personal Essay, pen Portrait, Travelogue Self Narration, Talk. Meaning of Social cultural perspective in context of Universal education 	 Unit IV : School Subjects on Disciplines-III Language: Story, Novel, Poetry, Personal Essay, pen Portrait, Travelogue Self Narration, Talk. Redefinition of the school subject with concern to social justice Meaning of Social cultural perspective in context of Universal education 	
	Unit V : Process and framing of disciplines and subjects	Unit V : Process and framing of disciplines and subjects	
	 Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content Practical Knowledge, Community & Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum 	 Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content Practical Knowledge, Community & Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum Creativity development of learning through horticulture and hospitality 	
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	Creating an Inclusive School	Creating an Inclusive School	Syllabus Revise
	Unit I : Paradigms in Education of Children with Special Needs	Unit I : Paradigms in Education of Children with Special Needs	
	 Historical perspectives and contemporary trends approaches of viewing disabilities: Concept of special education, integrated education and inclusive education; Philosophy of inclusive education. 	 Historical perspectives and contemporary trends approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model Concept of special education, integrated education and inclusive education; Philosophy of inclusive education. 	
	Unit II : Legal and Policy Perspectives-I	Unit II : Legal and Policy Perspectives-I	
	 RTE Act, 2009. National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986. POA (1992); Education in the National Policy on Disability, 2006. 	 RTE Act, 2009. National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986. POA (1992); Education in the National Policy on Disability, 2006. 	
	Unit III : Legal and Policy Perspectives-II	Unit III : Legal and Policy Perspectives-II	
B.Ed.105	 Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs. Community based education. 	 Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs. Community based education. 	
	Unit IV : Inclusive Practices in Classrooms for All-I	Unit IV : Inclusive Practices in Classrooms for All-I	
	 Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. 	 School's readiness for addressing learning difficulties Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. 	
	Unit V : Inclusive Practices in Classrooms for All-II	Unit V : Inclusive Practices in Classrooms for All-II	
	 Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory 	 Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory 	

	teaching, etc.	teaching, etc. Documentation, record keeping and maintenance. 	
B.Ed.106	Reading and Reflecting on Text	Reading and Reflecting on Text	Syllabus Revise
	Unit I: Engaging with narrative and descriptive account	Unit I: Engaging with narrative and descriptive account	
	 The selected texts could include stories on chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories. 	• The selected texts could include stories on chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories.	
	Unit II: Engaging with narrative and descriptive expository writing	Unit II: Engaging with narrative and descriptive expository writing	
	 The selected texts could include articles, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subject, within which different texts could be read by different pairs of student teachers. 	 The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subject, within which different texts could be read by different pairs of student teachers. Unit III: Engaging with Journalistic & 	
	Unit III: Engaging with Journalistic & Educational writing	Educational writing	
	• The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly. Selected texts here could be drawn from the wide range of popular educational writing in the form of well written essays.	• The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly. Selected texts here could be drawn from the wide range of popular educational writing in the form of well written essays.	
	Unit IV: Engaging with Educational writing	 Extracts or chapters from authors 	
	 Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped 	 Extracts of chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly. 	
	randomly.	Unit V: Engaging with subject related	

	 Unit V: Engaging with subject related reference books The student teachers should work in groups divided according to their subjects. Within these groups, pairs of the student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. 	 The student teachers should work in groups divided according to their subjects. Within these groups, pairs of the student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. 	
B.Ed.201	 Unit I : Learning and Teaching Process Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching, Difference of training and instruction from teaching. Learning: Meaning, Nature, Factors affecting learning and types of learning. Relationship between teaching and learning, Resource and their development for promoting teaching – learning process. Unit II : Source of Effective Teaching Learning Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system) Instructional objectives in terms of bloom's taxonomy. Programming learning: Concept, principles and types of programme learning. Concept of micro teaching, various teaching skills. Unit III : Educational Technology Educational Technology: Meaning, importance and approaches Model of teaching : Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model. Unit IV : New Trends in teaching learning in diverse class room: Issues and concerns. Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Workshop, Cooperative learning, Workshop, Cooperative learning 	 Unit I : Learning and Teaching Process Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching, Difference of training and instruction from teaching. Learning: Meaning, Nature, Factors affecting learning and types of learning. Relationship between teaching and learning, Resource and their development for promoting teaching – learning process. Tradition and changes in view of the learning process a shift from teaching and learning. Unit II : Source of Effective Teaching Learning Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system) Instructional objectives in terms of bloom's taxonomy. Programming learning: Concept, principles and types of programme learning. Concept of micro teaching, various teaching skills. Unit III : Educational Technology Educational Technology: Meaning, importance and approaches Model of teaching : Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model. Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication. 	Syllabus Revise

B.Ed. 202	Group discussion, Brain storming – issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background. Unit V : Teaching as profession: • Ethics of teaching, professional growth of a teacher. • Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher. • Need of Professional enrichment of teachers. •	 Analysis and organization learning in diverse class room: Issues and concerns. Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming – issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background. Unit V : Teaching as profession: Ethics of teaching, professional growth of a teacher. Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher. Need of Professional enrichment of teachers. Professional ethics and its development. 	
	 Unit I : Concept of Knowledge Meaning and Nature of knowledge Sources of attainment of knowledge in schools with special references of Society, Culture and modernity Unit II : Distinction in Educational Special Concept Distinctions between – Knowledge and skills Teaching and Training Knowledge and information Unit III : Facts of Knowledge Different facts of knowledge and relationship such as- Local and Universal Concrete and Abstract Theoretical and Practical Unit IV : Concept of curriculum Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato. Unit V : Factor & Types of Curriculum Factors influencing curriculum – Subject centered, Experience 	 Unit I : Concept of Knowledge Meaning and Nature of knowledge Sources of attainment of knowledge in schools with special references of Society, Culture and modernity Unit II : Distinction in Educational Special Concept Distinctions between – Knowledge and skills Teaching and Training Knowledge and information Reason and belief Unit II : Facts of Knowledge Different facts of knowledge and relationship such as- Local and Universal Concrete and Abstract Theoretical and Practical School and Out of School (With an emphasis on understanding special attributes of school knowledge) Unit IV : Concept of curriculum Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools Philosophical, Psychological, 	Syllabus Revise

	centered, Activity centered, Child centered, and craft centered	Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato. Unit V : Factor & Types of Curriculum Difference between curriculum and syllabus Factors influencing curriculum Various types of curriculum – Subject centered, Experience centered, Activity centered, Child centered, and craft centered	
B.Ed.203(1)	Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art.	Pedagogy of Drawing and PaintingUnit I : Concept of ArtWhat is Art: Concept and Scope of Art.	
	Origin & Development of Art in India with	Origin & Development of Art in India with	
	special reference to Pre-historic & Mughal	special reference to Pre-historic & Mughal	
	period.	period.	
	Importance of Art in Life and Education	Importance of Art in Life and Education	
	Principles of Art.	Principles of Art.	
	Unit II : Aims and Elements of Art Aims and objective of teaching Art.	Unit II : Aims and Elements of Art Aims and objective of teaching Art.	
	Elements of Art	Elements of Art	
	Art & Society	Art & Society	
	(a) Stages of Development in Child Art	(a) Stages of Development in Child Art	
	(b) Principles of curriculum construction at	(b) Principles of curriculum construction at	
	secondary level	secondary level	
	Qualities of Good Poster	Qualities of Good Poster	
	Design – its meaning & types	Design – its meaning & types	
	Colour – Types and effects	Colour – Types and effects	
	Importance of Colours in life	Importance of Colours in life	
	Elements of Good Landscape	Elements of Good Landscape	
	Appreciation of Art	Appreciation of Art	
	Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation	Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation	
	with other school subjects	with other school subjects	
	Six limbs of Indian Art (Shadanga)	Six limbs of Indian Art (Shadanga)	
	Importance of Field trips and Excursions in	Importance of Field trips and Excursions in	
	Art	Art	
	The importance of Exhibitions &	The importance of Exhibitions &	
	Competitions in encouraging creative	Competitions in encouraging creative	
	expression among students	expression among students	
	Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher	Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher	

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	Methods of teaching art	Methods of teaching art
	Lecture cum Demonstration method	Lecture cum Demonstration method
	Direct Observation method	Direct Observation method
	Method of imagination and free expression	Method of imagination and free expression
	Contribution of artists: Amrita Shergill.	Contribution of artists: Amrita Shergill.
	Shobha Singh, Rabindranath Tagore and	Shobha Singh, Rabindranath Tagore and
	Satish Gujral	Satish Gujral
	Importance of art Room and its	Importance of art Room and its
	requirements.	requirements.
	Unit V : Planning of Art Teaching Micro teaching	Unit V : Planning of Art Teaching Micro teaching
	Yearly, Unit & Lesson planning to teach:	Yearly, Unit & Lesson planning to teach:
	Still life, Design, Landscape, Composition,	Still life, Design, Landscape, Composition,
	Poster	Poster
B.Ed.203(2)	Pedagogy of Civics	Pedagogy of Civics
	 Unit I : Nature and Scope of Civics Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach Unit II : Teaching Models and Methods Models of teaching: Concept Attainment model. Value 	 Unit I : Nature and Scope of Civics Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach Unit II : Teaching Models and Methods Models of teaching: Concept Attainment model. Value
	 Attainment model. Jurisprudential model Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method Innovative practices: Brain storming method. Co-operative- Learning. Experimental Learning. Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. 	 Attainment model. Jurisprudential model Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method Innovative practices: Brain storming method. Co-operative- Learning. Experimental Learning. Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan.

change in multicultural multilingual Society.	change in multicultural multilingual Society.
b. Teacher as a facilitator.	b. Teacher as a facilitator.
c. Qualities and professional growth	c. Qualities and professional growth
of a Civics Teacher to face challenges of	of a Civics Teacher to face challenges of
present era.	present era.
d. Teacher as a Reflective	d. Teacher as a Reflective
Practitioner and a Researcher.	Practitioner and a Researcher.
3.2 Learning Resources:	3.2 Learning Resources:
a. Print Media	a. Print Media
b. Electronic Media	b. Electronic Media
c. Multi Media	c. Multi Media
d. Visuals	d. Visuals
3.3	3.3
a. Use of community resources	a. Use of community resources
b. Civics resources center	b. Civics resources center
c. Co-Scholastic activities based on	c. Co-Scholastic activities based on
school curriculum	school curriculum
d. Civics club	d. Civics club
Unit IV : Political Structure and Content Analysis	Unit IV : Political Structure and Content Analysis
4.1 Local, State and National Political	4.1 Local, State and National Political
Structure in India:	Structure in India:
a. Education for Citizenship.	a. Education for Citizenship.
b. Political Science in the global	b. Political Science in the global
context.	context.
c. Human right / Child right /	c. Human right / Child right /
Woman's right	Woman's right
d. Peace and conflict resolution.	d. Peace and conflict resolution.
e. Educational technology and	e. Educational technology and
political science (Civics)	political science (Civics)
f. Gender issue in civics	f. Gender issue in civics
g. Content Analysis of Civics	g. Content Analysis of Civics
Textbooks of Secondary level	Textbooks of Secondary level
4.2 Use of Library and other instructional	4.2 Use of Library and other instructional
materials	materials
Unit V : Assessment and Evaluation	Unit V : Assessment and Evaluation

	 5.1 Evaluation in Civics: a. Preparation of challenging assignments. b. Criteria for assessing written and practical work in Civics. 5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio. Pedagogy of Home Science Unit I: Nature, Scope and Objective 	 5.1 Evaluation in Civics: a. Preparation of challenging assignments. b. Criteria for assessing written and practical work in Civics. 5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio. Pedagogy of Home Science Unit I: Nature, Scope and Objective 	
	 Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school 	Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school	
	 curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects. Unit II : Teaching Methods of Home 	curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects. Unit II : Teaching Methods of Home	
B.Ed. 203(3	 Science Micro teaching skills relevant in Home Science Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science. 	Sciencec.Micro teaching skills relevant in Home Scienced.Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.	
	Unit III : Teaching Planning and Role of Teacher Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department.	Unit III : Teaching Planning and Role of Teacher Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department.	

	Home Science Laboratory – Concept and	Home Science Laboratory – Concept and	
	importance. Planning of space and	importance. Planning of space and	
	equipment for Home Science Laboratory.	equipment for Home Science Laboratory.	
	Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role,	Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role,	
	Qualities and limitations of Home Science	Qualities and limitations of Home Science	
	text books. Audio-visual Aids: Meaning,	text books. Audio-visual Aids: Meaning,	
	importance and classification of audio-	importance and classification of audio-	
	visual aids, Preparation of low-cost	visual aids, Preparation of low-cost	
	teaching aids.	teaching aids.	
	Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in	Unit V : Assessment and Evaluation in Home Science Concept of assessment and Evaluation in	
	home science, concept, need and	home science, concept, need and	
	techniques of continuous and	techniques of continuous and	
	comprehensive Evaluation (CCE) in home	comprehensive Evaluation (CCE) in home	
	science. Types of tests – Achievement test,	science. Types of tests – Achievement test,	
	Proficiency test, Diagnostic test, Prognostic	Proficiency test, Diagnostic test, Prognostic	
	test. Preparation of an Achievement test.	test. Preparation of an Achievement test.	
	Concept and need of remedial teaching.	Concept and need of remedial teaching.	
B.Ed.203(4)	Pedagogy of Economics	Pedagogy of Economics	
	 Unit I : Nature, Scope and Objective Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. Importance of economics in school curriculum. Aims and objectives of teaching economics at different level. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. Correlation of economics with school subjects. Unit II : Curriculum and planning Concept and objectives of curriculum. Concepts and Principles of Constructing Curriculum of Economics. Critical Analysis of the existing 	 Unit I : Nature, Scope and Objective Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level. Importance of economics in school curriculum. Aims and objectives of teaching economics at different level. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. Correlation of economics with school subjects. Unit II : Curriculum and planning Concepts and Principles of constructing Curriculum of Economics. Critical Analysis of the existing 	
	syllabus. Unit III : Teaching Planning	syllabus. Unit III: Teaching Planning	
	 Micro Teaching, Content Analysis Yearly plan, Unit plan and Daily 	 Micro Teaching, Content Analysis Yearly plan, Unit plan and Daily 	

	 lesson plan – Meaning, Characteristics, Importance and Steps. Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study 	 lesson plan – Meaning, Characteristics, Importance and Steps. Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study 	
	 Unit IV : Teacher, Text Book, Teaching Aids Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) Economics Room – Importance and Equipments. Teacher of Economics – Importance, Qualities and Competence. Teaching Aids – Meaning, 	 Unit IV : Teacher, Text Book, Teaching Aids Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) Economics Room – Importance and Equipments. Teacher of Economics – Importance, Qualities and Competence. Teaching Aids – Meaning, 	
	 importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. Unit V : Evaluation Evaluation, Meaning and 	 importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. Unit V: Evaluation Evaluation, Meaning and 	
	 importance of evaluation, achievement, Diagnostic test Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation. Objective of based evaluation Preparation of achievement test- Various types of question Blue Print Preparation of question paper 	 importance of evaluation, achievement, Diagnostic test Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation. Objective of based evaluation Preparation of achievement test- Various types of question Blue Print Preparation of question paper 	
B.Ed. 203(5)	 Pedagogy of English Unit I : Foundation of English Language Teaching Concept of language, language acquisition, language learning. Forms of English – formal, informal, written and spoken Importance of teaching English Principles of second language teaching 	 Pedagogy of English Unit I : Foundation of English Language Teaching Concept of language, language acquisition, language learning. Forms of English – formal, informal, written and spoken Importance of teaching English Principles of second language teaching 	

•	Difference between teaching of content based subjects and skills	• Difference between teaching of content based subjects and skills
	based subjects	based subjects
•	Objectives of teaching English	 Objectives of teaching English
	language (a) skills based – LSRW	language (a) skills based – LSRW
	(b) Competency based – linguistic	(b) Competency based – linguistic
	competence and communicative	competence and communicative
	competence	competence
Unit II :	Teaching of English Language Skills	Unit II : Teaching of English Language Skills
•	Listening: (i) Concept of listening	• Listening: (i) Concept of listening
	in second language (ii) The	in second language (ii) The
	phonetic elements involved in	phonetic elements involved in
	listening at the receptive level	listening at the receptive level
	(Monopthongs, Diphthongs,	(Monopthongs, Diphthongs,
	Consonants, pause, Juncture,	Consonants, pause, Juncture,
	Stress, Accent. Beat, Intonation,	Stress, Accent. Beat, Intonation,
	Rhythm) (iii) Listening skills and	Rhythm) (iii) Listening skills and
	their sub-skills (iv) Techniques of	their sub-skills (iv) Techniques of
	teaching listening. Role of teaching	teaching listening. Role of teaching
	aids in teaching listening skills (vi)	aids in teaching listening skills (vi)
	Difference between hearing and	Difference between hearing and
	listening	listening
•	Speaking, Concept of speaking in	• Speaking, Concept of speaking in
	English as a second language,	English as a second language,
	Phonetic transcription, Use of	Phonetic transcription, Use of
	pronouncing dictionary. The	pronouncing dictionary. The
	phonetic elements involved in	phonetic elements involved in
	speaking at the receptive level.	speaking at the receptive level.
	Technique of teaching, speaking	Technique of teaching, speaking
	skills and pronunciation practice	skills and pronunciation practice
	and drills ear training. Repetition,	and drills ear training. Repetition,
	Dialogues and conversation.	Dialogues and conversation.
	Reading skills: Concept of reading	 Reading skills: Concept of reading
	in second language, Mechanics of	in second language, Mechanics of
	reading (Eye span, Pause,	reading (Eye span, Pause,
		Fixations, Regression and Speed),
	Fixations, Regression and Speed),	
	Types of reading: Skimming,	Types of reading: Skimming,
	scanning, Silent reading, Reading	scanning, Silent reading, Reading
	aloud, Intensive reading, Extensive	aloud, Intensive reading, Extensive
	reading, Genuine reading	reading, Genuine reading
	comprehension, Relating teaching	comprehension, Relating teaching
	of reading to listening and	of reading to listening and
	speaking skills, Role of text book	speaking skills, Role of text book
•	Writing Skills : Concept of writing	Writing Skills : Concept of writing
	in first language and the second	in first language and the second
	language, Types of composition –	language, Types of composition –
	oral, written, controlled, guided,	oral, written, controlled, guided,
	contextualized and integrated	contextualized and integrated
	composition Teaching the	composition Teaching the
	following items keeping in view	following items keeping in view
	their style, ingredients and	their style, ingredients and
	mechanics; Letters (Formal and	mechanics; Letters (Formal and
	Informal), Essay, Report,	Informal), Essay, Report,
	Telegram, E-mail, Notice, Precis,	Telegram, E-mail, Notice, Precis,
	Paragraph, Developing, Stories,	Paragraph, Developing, Stories,
	NOTE MAKING CORPETION OF	NOTE making Correction of the
	Note making, Correction of Written work.	Note making, Correction of Written work.

Unit III : Methodology and Planning of English Language Teaching

Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and the methods in light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition -Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content Poetrv lessons analysis. Components of poetry – The place of poetry teaching in school curriculum - Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

Unit IV : Resources in English Language Teaching

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning, English - Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape - recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and

Unit III : Methodology and Planning of English Language Teaching

Approaches, methods • and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language - Classroom environment and condition -Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content Poetrv analysis. lessons Components of poetry – The place of poetry teaching in school curriculum - Concept, aims and objectives of teaching poetry in second language, Grammar lessons - Planning for teaching Grammar and usage - sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

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	 media for language development, Qualities, Responsibilities and Professional ethics of language teacher. Unit V : Assessment and Evaluation in English Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. 	 media for language development, Qualities, Responsibilities and Professional ethics of language teacher. Unit V : Assessment and Evaluation in English Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching. 	
B.Ed.203(6)	Unit I : Nature and Structure of Geography	Unit I : Nature and Structure of Geography	
	 1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography: (a) Geography as a description of the earth. (b) Geography as a study of natural phenomena and their effect on man. (c) Geography as a study of Landscape-Physical and cultural. (d) Geography as a study of real difference. (e) Geography as a study of spatial relationships. (f) Geography as a study of unifying and integrating discipline. 1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature. 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. 1.4 Approaches: Current Events Approach, netrdisciplinary Approach, constructivism approach. 	 1.1 Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life. Emerging concepts and trends in Geography: (g) Geography as a description of the earth. (h) Geography as a study of natural phenomena and their effect on man. (i) Geography as a study of Landscape-Physical and cultural. (j) Geography as a study of real difference. (k) Geography as a study of spatial relationships. (l) Geography as a study of unifying and integrating discipline. 1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature. 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. 1.4 Approaches: Current Events Approach, constructivism approach, interdisciplinary Approach, constructivism approach. 	
	2.1 Models of teaching in reference of Geography teaching:	2.1 Models of teaching in reference of Geography teaching:	

 Concept Attainment model Value Attainment model Inquire model Discovery model 2.2 Methods of teaching: Problem solving Regional method Project method Supervised study Laboratory method Demonstration method Inductive & Deductive method 2.3 Innovative Practices : Brain-storming method Co-operative-learning Experimental-learning 2.4 Planning: Content Analysis Annual Plan Unit Plan Lesson Plan 	 Concept Attainment model Value Attainment model Inquire model Discovery model 2.2 Methods of teaching: Problem solving Regional method Project method Supervised study Laboratory method Demonstration method Inductive & Deductive method 2.3 Innovative Practices : Brain-storming method Co-operative-learning Experimental-learning 2.4 Planning: Content Analysis Annual Plan Unit Plan Lesson Plan 	
Unit III : Planing of Instruction and Role	Unit III : Planing of Instruction and Role	
of Teacher	of Teacher	
 3.1 Role of a teacher for conservation of natural resources & environment. Teacher as a facilitator Qualities and professional growth of a geography teacher to face an ecological challenge of present era. Teacher as a Reflective Practitioner and a Researcher. 3.2 Learning Resources Print Media Electronic Media Multi Media Visuals 3.3 Use of community resources Field Trips : Local & Regional Geography resource center Co-scholastic activities based on school curriculum Geography club 	 3.1 Role of a teacher for conservation of natural resources & environment. Teacher as a facilitator Qualities and professional growth of a geography teacher to face an ecological challenge of present era. Teacher as a Reflective Practitioner and a Researcher. 3.2 Learning Resources Print Media Electronic Media Multi Media Visuals 3.3 Use of community resources Field Trips : Local & Regional Geography resource center Co-scholastic activities based on school curriculum Geography club 	
Unit IV : Resources in Geography Teaching	Unit IV : Resources in Geography Teaching	
 4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism. 4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography. 	 4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism. 4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography. 	

Unit V: Assessment in Geography 5.1 Preparation of Challenging assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 5.3 Assessment Modes: Self assessment, Group assessment, Learner's profile, Open book caures, Learner's profile, Open book caure, and the set of the set				
 assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 Assessment Modes: Schf assessment Modes: Schr astr a		Unit V : Assessment in Geography	Unit V : Assessment in Geography	
 इकाईप्रथम - भाग की भूमिको स्थिति भाग को बेखाकि ल्रास्थ (भाग किस, काल किस एवं बलय विवार की दृष्टि से) गायती भोशतों के किसन - (क) अपग (पुं) उचालप, (ग) वर्तनी (ए) यातन (सरवर य गोन) (छ) अमियकि (मंसिक व दिखिल) हिन्दी के विविध जुननात्मक आयागे के अन्तरांत विधिक यात करने के कम में दिन्दी (ग) वंचालक और कल्लेकी दिन्दी (ग्रो) कार्यातनी हिन्दी (ग्र) विधि के क्षेत्र में हिन्दी (ग्र) वावार पाकरां में किस्ती (ग्रे) वावार के के अमें दिन्दी (ग्रे) वावार पाकरां में दिन्दी (ग्र) वावार वाकरां में दिन्दी (ग्रे) वावार वाकरां में दिन्दी (ग्रा) वावार वाकरां में दिन्दी शिक्षण को दिविध भाग का समाज में रखान- वाटक विक्रम, कतांनी विम्रम, पंताकाक, पद्या वावार के संघार वावार कर संघार हिम्मा वावार कर संघार विक्रम को दिन्दी शिक्षण वावार वाकरां में दिन्दी शिक्षण वावार कर संघार वाकरा साज का कामा वावार कर संघार वाकरा, सुझा पाठ वाकना वावार करे साग विक्रम को प्रेयारी एवं नवाघार वाकरा साज कु कानी विक्रम, पंत विक्रम, करवुवाली ने नंदनी, रोक्षमन को प्रेयारी, पंवं नवाघार वावार करे साग विक्रम वावार कर संघारा वात्वता सुझा पाठ वोजना वावार करे साय राख्यम वाकरा साव नाकरों के दिन्दी शिक्षम वावार करे साय राख्यम वाकरा साय – तोकनी, तोकनृत्य, करवुवाली के सीर्वय, दुव्यने, देवीवाय, वावार करे साय राख्यम वाकरा स्वाय राख्या, दोलियन, तोक्रम, करवुवाली ने संखा राख्यम, वात्वता सिंग्र, दंवायन, द्वाता, विवाय ता वांचा तो सुरेय, देवाता, करव्या साय, नावाय, ने तोकरी, तोकनृत्य, करवुवाली ने सीर्वय, द्वावा, वावार करी साय राख्यम, देवीकर, तीवियन्य, पात्रका, सावती, तोकनृत्य, करवुवाली को सीर्वय, द्वावा, करवाय, सायनों वाकर, तावा दुव्यो वावाय वावा की दियि प्रं वायायाता हरिकरा, कराती वाकर, तावा कर, वाता करवीतिय का प्रातनी, तोकनृत्य करवुवाली ने साय राय करवीति वाक्रम कराय वावाय देवी को दिया पात्रवां के प्रा		 assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, 	assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams,	
 कार्य - प्रथम न भाग की पुनिका दिखा, - भाग का के बातिक स्तरूप (ज किस, एस किवर एवं वावय किवर की दुष्टि से) गायकी कोशकों के विकरा – (के अपना (छ) उन्चारण, (ग) वर्तनी (छ) पावेल्ड कर विकरा) किंसी के विकरा ने किंस ने किंसी (छ) पावेल्य के के में हिन्दी (प्र) वातालक के प्रवानक के किंस ने किंसी (प्र) वातालक के प्रवानक के किंस ने किंसी (प्र) वातालक के प्रवानक के के मं हिन्दी (प्र) वातालक के प्रवान के केन्न में हिन्दी (प्र) वातालक के प्रवान के केन्न में हिन्दी (प्र) वातालक के प्रवान के केन्न में हिन्दी (प्र) वाताल के केंस में हिन्दी (प्र) वातालक के प्रवान के केन्न में हिन्दी किष्य को विवर्ध ने प्रवान का केन्न में हिन्दी वा खिला प्रवान के विवर्ध ने प्रवान के केन्न में हिन्दी किष्य का त्रियति कि व्यतंत्रता पूर्व पर्व व्यतंत्रता पर्य के विवर्ध के विवर्ध ने व्यवा कि व्यतंत्रता पूर्व पर्व व्यतंत्रता प्रवान के विवर्ध के विविर्ध ने प्रवान के केन्न में हिन्दी किष्य के विवर्ध के विवर्ध ने प्रवान के व्यतंत्रता पूर्व प्रवाय के विविर्ध के विवर्ध के प्रवान के व्यतंत्रता पूर्व प्रवाय के विवर्ध के प्रवान प्रवान के विवर्ध के प्रवान प्रवान के विवर्ध के प्रवान प्रवान के विवर्ध के प्रवान के व्यत्त प्रवान के विवर्ध के प्रवान प्रवान के विवर्ध के प्रवान प्रवान के विवर्ध के प्रवान प्रवान वात्य के विवर्ध के वार्ध प्रवा के विवर्ध के प्रवान प्रवान वात्य के विवर्ध के प्रवान विवर्ध के प्रविर्ध के प्रवान प्रवान वात्य के तिवर्ध के प्रवान प्रवान वात्य के तिवर्ध के प्रवान वात्य के तिवर्ध के प्रवान वात्य के तिवर्ध के प्रवान वात्य के तिवर्ध के प्रवान के व्यतिक दं प्रवान के विवर्ध के प्रवान प्रवान के व्यतिक दं प्रवान करके के विवर्ध के प्रवान के विवर्ध के प्रवान तार्य के प्रवित्य के वात्य कर्य के प्रवित्य		<u> </u>		
 भाषा का स्वरूप – भाषा व्यवहार के विविध भाषा का स्वरूप – भाषा व्यवहार के विविध भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा पक्ष नियमबद्ध व्यवस्था के रूप में भाषा 	B.Ed. 203 (7)	 इरुगई -प्रथम - भाषा की भूमिका स्थिति भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास - (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सरवर व मौन) (ड) अभिव्यक्ति (मौखिक व लिखित) हिन्दी के विविध सुजनात्मक आयामों के अन्तर्गत विविध मापा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी शिक्षण की रिधति भाषा का समाज में स्थान हिन्दी की रवतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दी की रवतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति इर्काई -द्वितीय - हिन्दी शिक्षण की तैयारी एवं नवाचार शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पिर्वक्ष, कहानी संचार माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नोटंकी, सेमीनार कार्यशाला, हरिकथा, कहानी संचार माध्यम – प्रिंट मीडिया–समाचार पत्र पत्रिकण, एवं बहुमाध्यम (पत्र्ट मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा प्रियोगाला इर्काई -द्वर्तीव नशिधियाँ एवं भाषायी व्यवस्था भाष शिक्षण की विधियाँ एवं भाषायी व्यवस्था सांधरमा विधियाँ एवं भाषायी व्यवस्था भाषा शिक्षण विधियाँ एवं नाारार याजना, कार्यशाला, हर्तिरुध, कहानी सांचर माध्यम – प्रिंट मीडिया, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई-कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, माषा प्रयोगाला इर्काई -द्वतिर्य विधियाँ एवं भाषायी व्यवस्था भाषा शिक्षण की विधियाँ एवं भाषायी व्यवस्था भाषा शिक्षण विधियाँ एवं भाषाती क्यवस्था भाषा शिक्षण की विधियाँ एवं ना जारे यी पाष्यत्रित ते दाय्यत्र वर्ता विधि (किलपेट्रिक), पांरकी, जॉन डयूवी 	 इकाई – प्रथम – भाषा की भूमिका स्थिति भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास – (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सरवर व मौन) (ड) अभिव्यक्ति (मीखिक व लिखित) हिन्दी के विविध सुजनात्मक आयामों के अन्तर्गत विविध को क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) वेज्ञापन के क्षेत्र में हिन्दी हिन्दी मातृभाषा / राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दीरीय – हिन्दी शिक्षण की तैयारी एवं नवाचार शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, पद्य शिक्षण, कहानी सुक्षण ते प्रेकार : गद्य शिक्षण, दियाकग, इकाई योजना, सूक्ष पिर्क गेरकी, लोन्कगीत, लोकनृत्य, कटपुतली, नौटिकी, सोमीनार कार्यशाला, हरिकथा, कहानी संचार माध्यम – प्रिंट मीडिया–साचार पत्र पत्रिक्रा, हर्तान्ती संचार माध्यम – प्रिंट मीडिया–साचार पत्र पत्रिक्य, क्लानी संवार माध्यम दिर्ट भीडिया–साचार पत्र पत्रिक्त सिंहा, इंटरसेट, इन्ट्रानेट, ई-यूनिर्वरिटि, भाषा प्रयोगाला, हर्तकट्रॉनिक मीडिया–रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (सल्टी मीडिया, इंकार्ड, कॉनर्त, के वत्ति कामताप्रय क्या की दृष्टि, स – पाणिनी, यासक, वरनी, कामताप्रया तुष्ह कि नीडिया–सिंदी, कामावार्य व्वान्य की त्रिहर्त, कामतारसा व्यक्त, जॉन इय्य्य, कामतात्र की दृष्टि, स – पा	

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	हिन्दी की बोलियाँ, वाक् तथा लेखन। • भाषायी व्यवस्थाएँ– सार्वभौमिक व्याकरण की संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री • पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्त्व एवं पाठ्य सामग्री का विश्लेषण इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन • हिन्दी शिक्षण में मूल्यांकन– (अ) भाषा विकास की प्रगति का मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –मूल्यांकन, समूह मूल्यांकन, आपसी –मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों। (ब) प्रश्नों का स्वरूप – समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, यत्ते प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न–पत्र निर्माण एवं नीलपत्र	हिन्दी की बोलियाँ, वाक् तथा लेखन। • भाषायी व्यवस्थाएँ– सार्वभौमिक व्याकरण की संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान। इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री • पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण इकाई –पंचम – हिन्दी शिक्षण में मूल्यांकन (अ) भाषा विकास की प्रगति का मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, आपसी –मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों। (ब) प्रश्नों का स्वरूप –समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, परिवेशी सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न) (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (द) प्रश्न–पत्र निर्माण एवं नीलपत्र	
B.Ed. 203(8)	Pedagogy of History Unit I : Nature Scope and Objective	Pedagogy of History Unit I : Nature Scope and Objective	
	 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life. 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. 1.4 Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach. Unit II : Teaching Methods of Planning 2.1 Models of teaching: (a) Discovery model (b) Value Attainment model 	 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life. Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach. Unit II : Teaching Methods of Planning Models of teaching: (a) Discovery model (b) Value Attainment model 	
	(c) Enquiry model 2.2 Methods of teaching	(c) Enquiry model 2.2 Methods of teaching	

(b) Project method	(b) Project method
(c) Supervised Study	(c) Supervised Study
(d) Story Telling method	(d) Story Telling method
(e) Biographical method	(e) Biographical method
(f) Source method	(f) Source method
2.3 Innovative Practices	2.3 Innovative Practices
(a) Brain-storming	(a) Brain-storming
(b) Dramatization	(b) Dramatization
(c) Co-operative-learning	(c) Co-operative-learning
(d) Experiential-learning	(d) Experiential-learning
2.4 Planning	2.4 Planning
(a) Annual plan	(a) Annual plan
(b) Unit plan	(b) Unit plan
(c) Lesson plan	(c) Lesson plan
	(-) [
Unit III : Teaching Aids and Resources	Unit III : Teaching Aids and Resources
3.1 Teacher as a transformer of cultural &	3.1 Teacher as a transformer of cultural &
Historical Heritage:	Historical Heritage:
(a) Teacher as a facilitator	(a) Teacher as a facilitator
(b) Qualities and professional	(b) Qualities and professional
growth of a history teacher to face	growth of a history teacher to face
challenges of present era.	challenges of present era.
(c) Teacher as a Reflective	(c) Teacher as a Reflective
Practitioner and a Researcher	Practitioner and a Researcher
3.2 Learning Resources	3.2 Learning Resources
(a) Print Media	(a) Print Media
(b) Electronic Media	(b) Electronic Media
(c) Multi Media	(c) Multi Media
(d) Visuals	(d) Visuals
3.3 (a) Use of community resources	3.3 (a) Use of community resources
(b) Field Trips	(b) Field Trips
(c) History resources center	(c) History resources center
(d) Co-scholastic activities based	(d) Co-scholastic activities based
on school curriculum	on school curriculum
(e) History club	(e) History club
Unit IV : Teaching Text Book and Concept	Unit IV : Teaching Text Book and Concept
Analysis	Analysis
4.1	4.1
(a) Indian Historiography: Brief	(a) Indian Historiography: Brief
introduction to Indian	introduction to Indian
Historiography Ancient, Medieval	Historiography Ancient, Medieval
and Modern, Problems of	and Modern, Problems of
periodisation, criteria of Historical	periodisation, criteria of Historical
criticism.	criticism.
(b) Teaching of Controversial	(b) Teaching of Controversial
Issue: Nature of Historical	Issue: Nature of Historical
controversies regarding facts.	controversies regarding facts.
Controversies interpretation of	Controversies interpretation of
facts. Objectivity and value –	facts. Objectivity and value –
judgment in history.	judgment in history.
4.2	4.2
(a) History and National	(a) History and National
Integration: Our National heritage,	Integration: Our National heritage,
Unity in diversity. The role of	Unity in diversity. The role of
history in promoting national	history in promoting national
integration.	integration.

 (b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism. 4.3 (a) Content Analysis of History Textbooks at Secondary (evel. (b) Use of Ilbrary and other instructional materials & Source Primary and Secondary. Unit Y: Assessment in History Preparation of Challenging assignments. Criteria for assessing written and practical work in History Preparation of Challenging assignments. Criteria for assessing written and practical work in History Preparation of Challenging assignments. Criteria for assessment, Learners profile, Open book exams, Learners portfilo. B.Ed.203(9) Pedagogy of Mathematics of mathematics - Science and Mathematics Meaning and characteristics of mathematics - Science and Mathematics Contraliton: Accent period to 21² century Contributions of eminent Mathematics Meaning and characteristics of mathematics - Science and Mathematics Meaning and characteristics of mathematics - Science and Mathematics Mathematics Contributions of eminent Mathematics Contributions of eminent Mathematics J. Branches of Mathematics Criticism – emergence of non Uniquenest theremas – Types of theorems: Existence and Uniquenest therems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction Lucidican Geometry Lucidican Geometry Lucidican Geometry Lucidican Geometry Unit I: Objectives and Approaches of Teaching Mathematics Alms and objectives of Teaching Mathematics Alms and objectives				
 Preparation of Challenging assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile. Open book exams, Learners portolio. B.1:d.203(9) Pedagoy of Mathematics Unit 1: Nature and Structure of Mathematics - Development of mathematics - Science and Mathematics - Development of Mathematics entry of Mathematics - Development of Mathematics - Contributions of eminent Mathematics - Development of Mathematics - Development of Mathematics - Development of Mathematics - Contributions of eminent Mathematics - Development of Mathematics - Development of Mathematics - Development of Mathematics - Development of Mathematics - Contributions of eminent Mathematics - Development of Mathematics - Development of Mathematics - Contributions of eminent Mathematics - Propos of theorems - Types of theorems - Types of theorems: Existence and Uniqueness theorems - Types of theorems: Existence and Uniqueness theorems - Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematics - Types of theorems - Types of theorems: Existence and Uniqueness theorems - Types of theorems: Existence and Uniqueness theorems - Types of theorems: Existence and Uniqueness theorems - Types of theorems - Types of theorems: Existence and Uniqueness theorems - Types of theorems - Existence and Uniqueness theorems - Types of theorems - Science and Development of theorems - Science and theorems - Types of theorem		Understanding: Our Human Heritage. The role of History as promoter of internationalism. 4.3 (a) Content Analysis of History Textbooks at Secondary level. (b) Use of library and other instructional materials & Source:	Understanding: Our Human Heritage. The role of History as promoter of internationalism. 4.3 (a) Content Analysis of History Textbooks at Secondary level. (b) Use of library and other instructional materials & Source:	
 assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. B.Ed.203(9) Pedagogy of Mathematics Unit 1: Nature and Structure of Mathematics - Development of Mathematics - Science and Mathematics - Mathematics - Science and Mathematics - Types of theorems - Types of theorems - Existence and Uniqueness theorems - Types of Teaching Mathematics - A a. Aims and objectives of Teaching Mathematics A primary, Secondary and 		Unit V : Assessment in History	Unit V : Assessment in History	
Unit I: Nature and Structure of MathematicsUnit I: Nature and Structure of Mathematicsa. Meaning and characteristics of mathematics – Development of Mathematics: empirical, intuitive and logicalg. Meaning and characteristics of mathematics – Development of Mathematics empirical, intuitive and logicalb. History 2.1 st centuryc. Contributions of eminent Mathematicians (Western and Indian – 4 each)Mathematics – Geuerand Indian – 4 each)d. Branches of Mathematics Geometry, Trigonometrye. Underfined terms – Axioms – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhausion, by mathematicsf. Euclidean geometry Unit II: Objectives and Approaches of Teaching Mathematics a. Aims and objectives of Teaching Mathematics: At primary, Secondary andUnit I: Nature and Structure of Mathematics g. Meaning and characteristics of mathematics – Development of Mathematics = Development of Mathematics: empirical, intuitive and logicalh. History of Mathematics 2.1 st centuryc. Contributions of eminent Mathematics is (Contradiction in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematics: At primary, Secondary andinti II: Objectives and Approaches of Teaching Mathematics: At primary, Secondary and		 assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, 	 assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, 	
Unit I: Nature and Structure of MathematicsUnit I: Nature and Structure of Mathematicsa. Meaning and characteristics of mathematics – Development of Mathematics: empirical, intuitive and logicalg. Meaning and characteristics of mathematics – Development of Mathematics empirical, intuitive and logicalb. History 2.1 st centuryc. Contributions of eminent Mathematicians (Western and Indian – 4 each)Mathematics – Geuerand Indian – 4 each)d. Branches of Mathematics Geometry, Trigonometrye. Underfined terms – Axioms – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhausion, by mathematicsf. Euclidean geometry Unit II: Objectives and Approaches of Teaching Mathematics a. Aims and objectives of Teaching Mathematics: At primary, Secondary andUnit I: Nature and Structure of Mathematics g. Meaning and characteristics of mathematics – Development of Mathematics = Development of Mathematics: empirical, intuitive and logicalh. History of Mathematics 2.1 st centuryc. Contributions of eminent Mathematics is (Contradiction in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematics: At primary, Secondary andinti II: Objectives and Approaches of Teaching Mathematics: At primary, Secondary and	B.Ed.203(9)	Pedagogy of Mathematics	Pedagogy of Mathematics	
a. Aims and objectives of Teaching Mathematics: At primary, Secondary andd. Aims and objectives of Teaching Mathematics: At primary, Secondary and		 Mathematics a. Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical b. History of Mathematics education: Ancient period to 21st century c. Contributions of eminent Mathematicians (Western and Indian – 4 each) d. Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry e. Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction f. Euclidean geometry and its criticisms – emergence of non Euclidean Geometry 	 Mathematics g. Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical h. History of Mathematics education: Ancient period to 21st century i. Contributions of eminent Mathematicians (Western and Indian – 4 each) j. Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry k. Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction l. Euclidean geometry and its criticisms – emergence of non Euclidean Geometry 	
a. Aims and objectives of Teaching Mathematics: At primary, Secondary andd. Aims and objectives of Teaching Mathematics: At primary, Secondary and				
TeachingMathematics:AtTeachingMathematics:Atprimary,Secondaryandprimary,Secondaryand		_	-	
primary, Secondary and primary, Secondary and		-	-	
Higher Secondary levels – Higher Secondary levels –		•	•	
		Higher Secondary levels –	Higher Secondary levels –	

		Goals of mathematics		Goals of mathematics	
		education – Mathematical		education – Mathematical	
		skills: calculations,		skills: calculations,	
		Geometrical, and interpreting		Geometrical, and interpreting	
		graphs – Mathematical		graphs – Mathematical	
		abilities – problem solving		abilities – problem solving	
		ability.		ability.	
	b.	Approaches to teaching	e.	Approaches to teaching	
		Mathematics: Behaviorist		Mathematics: Behaviorist	
		approach, constructivist		approach, constructivist	
		approach		approach	
			£		
	С.	Process oriented approach,	f.	Process oriented approach,	
		competency based approach,		competency based approach,	
		Realistic mathematics		Realistic mathematics	
		education		education	
	Unit III : Me	thods and Model of Teaching	Unit III : Me	thods and Model of Teaching	
	Mathematic		Mathematic	_	
	a.	Methods of teaching	e.	Methods of teaching	
	u.		с.	mathematics: Lecture,	
		Inductive, Deductive, Analytic,		Inductive, Deductive, Analytic,	
		Synthetic, Heuristic, Project,		Synthetic, Heuristic, Project,	
		Problem solving and		Problem solving and	
		Laboratory methods. Co-		Laboratory methods. Co-	
		operative, constructivism		operative, constructivism	
		method.		method.	
	b.	Techniques of Teaching	f.	Techniques of Teaching	
	5.				
		Mathematics: Questioning,		Mathematics: Questioning,	
		Brain storming, role playing.		Brain storming, role playing.	
		Simulation.		Simulation.	
	с.	Non – formal techniques of	g.	Non – formal techniques of	
		learning mathematics		learning mathematics	
	d.	Models of Teaching: Concept	h.	Models of Teaching: Concept	
		attainment model, inquiry		attainment model, inquiry	
		training model, Inductive		training model, Inductive	
		thinking model.		thinking model.	
		thinking model.		thinking model.	
		lagogical Content Knowledge		lagogical Content Knowledge	
	of Mathema		of Mathema		
	a.	Concept of pedagogic content	f.	Concept of pedagogic content	
		knowledge (PCK)		knowledge (PCK)	
	b.	Pedagogic content knowledge	g.	Pedagogic content knowledge	
		analysis for selected units of	_	analysis for selected units of	
		8 th , 9 th , 10 th and 11 th std.:-		8 th , 9 th , 10 th and 11 th std.:-	
		content analysis, Listing pre-		content analysis, Listing pre-	
		requisites, instructional		requisites, instructional	
		objectives and task analysis.		objectives and task analysis.	
	с.	Analyzing and selecting,	h.	Analyzing and selecting,	
		suitable teaching methods,		suitable teaching methods,	
		strategies, techniques,		strategies, techniques,	
		models: learning activities,		models: learning activities,	
		year plan (Programme of		year plan (Programme of	
		work), Unit plan and lesson		work), Unit plan and lesson	
		plan in mathematics- their		plan in mathematics- their	
		need and importance.		need and importance.	
	d.	Analyzing and selecting	i.	Analyzing and selecting	
		suitable evaluation strategies		suitable evaluation strategies	
	e.	Identifying the	ј.	Identifying the	
		misconceptions and	-	misconceptions and	
			1		1

		appropriate remedial	appropriate remedial	
		strategies	strategies	
		Unit V : Technology in Mathematics	Unit V : Technology in Mathematics	
		Education	Education	
		a. Technology integration	d. Technology integration	
		strategies for mathematics,	strategies for mathematics,	
		web based lessons, web	web based lessons, web	
		quest, cyber guides,	quest, cyber guides,	
		multimedia presentation. Tele	multimedia presentation. Tele	
		computing projects, online	computing projects, online	
		discussions.	discussions.	
		b. E-content development	e. E-content development	
		concept, formats, steps for	concept, formats, steps for	
		preparation	preparation	
		c. A survey of software used in	f. A survey of software used in	
		mathematics teaching and	mathematics teaching and	
		_	_	
		learning.	learning.	
\vdash	DE4002(10)	संस्कृत शिक्षण	संस्कृत शिक्षण	
	B.Ed.203(10)	संस्कृत ।शक्षण इकाई —प्रथम — भाषा की भूमिका एवं स्थिति	संस्कृत । शक्षण इकाई — प्रथम — भाषा की भूमिका एवं स्थिति	
		 संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के 	 अयम – भाषा पंग गूमपंग ९५ (स्वार्त) संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के 	
		 संस्थृत नामा सिंबन के सिद्धात, नहरप के प्रकार, 	• तत्पृरं नापा शिवांग के तिद्धारा, नहरंप के प्रकार,	
		 मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान 	 मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान 	
		सम्बन्धी सिद्धांत	• सम्बन्धी सिद्धांत	
		 संस्कृत भाषा का महत्त्व, संस्कृत भाषा और 	 संस्कृत भाषा का महत्त्व, संस्कृत भाषा और 	
		साहित्य, संस्कृत भाषा और अन्य भारतीय	साहित्य, संस्कृत भाषा और अन्य भारतीय	
		भाषाएँ, आधुनिक भारतीय भाषा के रूप में	भाषाएँ, आधुनिक भारतीय भाषा के रूप में	
		संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से	संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से	
		सम्बन्धित समस्याएँ ।	सम्बन्धित समस्याएँ।	
		• विद्यालय में भाषा –	• विद्यालय में भाषा —	
		(1) मातृभाषा एवं विद्यालयी भाषा (2)	(1) मातृभाषा एवं विद्यालयी भाषा (2)	
		पाट्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु—भाषीय कक्षा	पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु–भाषीय कक्षा	
		कक्ष	कक्ष	
		 भारत में संस्कृत भाषा की स्थिति 	 भारत में संस्कृत भाषा की स्थिति 	
		(1) भाषा शिक्षा का संवैधानिक प्रावधान एवं	(1) भाषा शिक्षा का संवैधानिक प्रावधान एवं	
		नीतियाँ अनु. 343–351	नीतियाँ अन्. 343–351	
		(2) कोठारोँ कमीशन (1964—1996)	(2) कोठारी कमीशन (1964—1996)	
		(3) NPA (1986)	(3) NPA (1986)	
		(4) POA (1992)	(4) POA (1992)	
		(5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)–भाषा	(5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)–भाषा	
		शिक्षा में संस्कृत की स्थिति	शिक्षा में संस्कृत की स्थिति	
		 संस्कृत शिक्षण में भाषायी कौशल–कथन, 	 संस्कृत शिक्षण में भाषायी कौशल—कथन, 	
		श्रवण, पटन, लेखन तर्ह्या दिनीय जंगहून विष्णुण की वैष्णुगी पर्व ज्वाहाय	श्रवण, पठन, लेखन तकार्य विरीम यांग्रहत विष्णम की जैम्मरी पतं जवानम	
		इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार	इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार	
		 संस्कृत शिक्षण के विविध रूप (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण 	 संस्कृत शिक्षण के विविध रूप (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण 	
		(1) गंध शिक्षण (2) पंध शिक्षण (3) प्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण	(1) गंध शिक्षण (2) पंध शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण	
		(6) उच्चारण शिक्षण	(6) उच्चारण शिक्षण	
		(७) रचना शिक्षण (8) अनुवाद शिक्षण	(७) रचना शिक्षण (८) अनुवाद शिक्षण	
		उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि,	उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि,	
		प्रविधि, शिक्षण सामग्री व गुण–दोष।	प्रविधि, शिक्षण सामग्री व गुण–दोष।	
		 सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 	 सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 	
		योजना एवं सूक्ष्म पाठ योजना	योजना एवं सूक्ष्म पाठ योजना	
		 नवाचार और भाषा शिक्षण की प्रणाली 	 नवाचार और भाषा शिक्षण की प्रणाली 	
		 विविध जन संचार माध्यमों से संस्कृत शिक्षण (a) प्रयापन्य जन्म अणिज उपा 	 विविध जन संचार माध्यमों से संस्कृत शिक्षण (a) प्रयापम्पन जन्म अधिना नगा 	
		(अ) परम्पारगत — नाटक, अभिन्य, कथा, सेमिनार, कार्यशाला।	(अ) परम्पारगत – नाटक, अभिन्य, कथा, सेमिनार, कार्यशाला।	
		सामनार, कविशाला । (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया	सामगर, कायशाला । (ब) संचार माध्यम — वेबसाइट्स, विकीपीडिया	
		(1) प्रिंट मीडिया – समाचार पत्र–पत्रिकाएं,	(१) प्रिंट मीडिया – समाचार पत्र–पत्रिकाएं,	
		साहित्यिक पुस्तिकाएँ	साहित्यिक पुस्तिकाएँ	
		(2) इलेक्ट्रॉनिक मीडिया — रेडियो, दूरदर्शन,	(2) इलेक्ट्रॉनेक मीडिया – रेडियो, दूरदर्शन,	
		फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट,	फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट,	

r	<u> </u>		· · · · · · · · · · · · · · · · · · ·
	इन्ट्रानेट, भाषा	इन्ट्रानेट, भाषा	1
	प्रयोगशाला ।	प्रयोगशाला ।	
		1	1
		1	1
	इकाई —तृतीय — शिक्षण विधियाँ एवं अनुप्रयोग	इकाई —तृतीय — शिक्षण विधियाँ एवं अनुप्रयोग	1
	• संस्कृत शिक्षण की विधियाँ—	• संस्कृत शिक्षण की विधियाँ—	1
			1
	(i) पाणिनी व यास्क के अनुसार।	(i) पाणिनी व यास्क के अनुसार।	1
	(ii) प्रचलित अन्य विधियाँ–प्रायोजना विधि,	(ii) प्रचलित अन्य विधियाँ–प्रायोजना विधि,	1
	पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि,	पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि,	1
	आगमन—निगमन विधि, अनुवाद विधि, चयन	आगमन—निगमन विधि, अनुवाद विधि, चयन	1
	विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम,	विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम,	1
	समग्र उपागम।	समग्र उपागम।	1
			1
	(iii) पाश्चात्य विद्वानों के अनुसार– जे.	(iii) पाश्चात्य विद्वानों के अनुसार– जे.	1
	प्याजे, एल. वायगात्सकी, चॉम्स्की, जान	प्याजे, एल. वायगात्सकी, चॉम्स्की, जान	1
	ड्यूवी ।	ड्यूवी ।	1
	 विधियों का अनुप्रयोग — 	• विधियों का अनुप्रयोग –	1
	(i) तृतीय भाषा अधिगम मनोविज्ञान	(i) तृतीय भाषा अधिगम मनोविज्ञान	1
			1
	(ii) कक्षा—कक्ष वातावरण और परिस्थितियाँ	(ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ	1
	(iii) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य	(iii) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य	1
	सहायक सामग्री की भूमिका	सहायक सामग्री की भूमिका	1
	(iv) भाषा का व्यवहार में प्रयोग	(iv) भाषा का व्यवहार में प्रयोग	1
			1
	(v) अन्य विषयों के साथ संस्कृत का समन्वय	(v) अन्य विषयों के साथ संस्कृत का समन्वय	1
	(vi) त्रुटियाँ व उपचारात्मक कार्य	(vi) त्रुटियाँ व उपचारात्मक कार्य	1
	(vii) संस्कृत भाषा की चुनौतियाँ	(vii) संस्कृत भाषा की चुनौतियाँ	i I
	(viii) स्वनिम विज्ञान व रूप विज्ञान के रूप	(viii) स्वनिम विज्ञान व रूप विज्ञान के रूप	i I
		(VIII) स्वानम विज्ञान व रूप विज्ञान क रूप में संस्कृत	i I
	में संस्कृत		1
	(ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन	(ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन	1
		I	i I
	इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण	इकाई —चतुर्थ — पाठ्यक्रम निर्माण एवं विश्लेषण	i I
	 पाट्यक्रम एवं पाट्य सामग्री का निर्माण और 	 पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और 	i I
	 पाउ्वप्रान रुप पाउँच सामग्रा का गिमांग आर विश्लेषण – 	 पाउ्यक्रम १५ पाउ्य सामग्री की गिमांग आर विश्लेषण — 	
	(1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों	(1) पाट्यचर्या, पाट्यक्रम एवं पाट्यपुस्तकों	
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	का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया—कलापों	का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया–कलापों	
	का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया—कलापों का विकास।	का सम्बन्ध (2) संस्कृत में दत्त कार्य एवं क्रिया—कलापों का विकास।	
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	Unit II : Curriculum and PlanningConcept and objectives of	Unit II : Curriculum and PlanningConcept and objectives of	
	curriculum	curriculum	
	Concepts and Principles of	Concepts and Principles of	
	Constructing curriculum of Social	Constructing curriculum of Social	
	Studies	Studies	
	Critical Analysis of the existing	Critical Analysis of the existing	
	syllabus	syllabus	
	 Unit III : Teaching Planning Meaning, Importance & use of 	 Unit III : Teaching Planning Meaning, Importance & use of 	
	Audio Visual Aids – Chalk Board,	Audio Visual Aids – Chalk Board,	
	maps, Globe, models, charts,	maps, Globe, models, charts,	
	graphs, flash cards, radio, T.V.,	graphs, flash cards, radio, T.V.,	
	Computer, Over Head Projector,	Computer, Over Head Projector,	
	LCD Projector	LCD Projector	
	Social Studies Text Book – Need	Social Studies Text Book – Need	
	and Qualities	and Qualities	
	 Unit Plan, Lesson plan – Need, 	 Unit Plan, Lesson plan – Need, 	
	Importance and steps of writing it	Importance and steps of writing it	
	in teaching of social studies.	in teaching of social studies.	
	 Unit IV : Methods and Techniques Social studies teacher – Qualities 	 Unit IV : Methods and Techniques Social studies teacher – Qualities 	
	and role in Global Perspective	and role in Global Perspective	
	Methods of teaching of social	Methods of teaching of social	
	studies – Lecture, Discussion,	studies – Lecture, Discussion,	
	Socialized recitation, source and	Socialized recitation, source and	
	Project method	Project method	
	Devices and techniques of	Devices and techniques of	
	teaching social studies, Narration,	teaching social studies, Narration,	
	Description, Illustration,	Description, Illustration,	
	Questioning, Assignment and Field	Questioning, Assignment and Field	
	trip.	trip.	
	• Social Studies room – Need,	• Social Studies room – Need,	
	Importance and Equipment	Importance and Equipment	
	Unit V : EvaluationUtilizing current events and	Unit V : EvaluationUtilizing current events and	
	community Resources in teaching	community Resources in teaching	
	of social studies at secondary level	of social studies at secondary level	
	Critical evaluation of existing	Critical evaluation of existing	

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Curriculum: B.S.C.S., CHEM Study Curriculum: B.S.C.S., CHEM Study	
NUFFIELD- O & A level NUFFIELD- O & A level	
Critical appraisal of chemistry Critical appraisal of chemistry	
syllabus at secondary / senior syllabus at secondary / senior	
secondary level prescribed by secondary level prescribed by	
Board of secondary Education, Board of secondary Education,	
Rajasthan Rajasthan	
Planning – Daily lesson plan, unit Planning – Daily lesson plan, unit	
plan & yearly plan plan & yearly plan	
Qualities and responsibilities of Qualities and responsibilities of	
Biology teacher. Teacher's role in Biology teacher. Teacher's role in	
training students in scientific training students in scientific	
method and in developing method and in developing	
creativity and scientific temper creativity and scientific temper	
among their students. among their students.	

- Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops

Unit IV : Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc.
- Co-Curricular Activities: Organization of science club science fair trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology
- Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book

Unit V : Evaluation in Biology

- Evaluation: Concept, Types and purposes
- Type of test items and their construction
- Preparation of Blue Print &

Unit III : Methods of Approaches

- Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops

Unit IV : Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc.
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Unit V : Evaluation in Biology

- Evaluation: Concept, Types and purposes
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	Achievement Test	Achievement Test	
	Evaluation of Practical work in	 Evaluation of Practical work in 	
	Biology	Biology	
B.Ed.203(13)	Pedagogy of Chemistry	Pedagogy of Chemistry	
D.Eu.203 (13)	Unit I : The Nature of Science	Unit I : The Nature of Science	
	 Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. Nature of science with special reference to chemistry Instructional Objectives, 	 Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry. Nature of science with special reference to chemistry Instructional Objectives, 	
	General and Specific Objectives of Teaching Chemistry • Correlation of Chemistry with other subjects	General and Specific Objectives of Teaching Chemistry • Correlation of Chemistry with other subjects	
	Unit II : Curriculum and Planning • Chemistry curriculum,	Unit II : Curriculum and Planning Chemistry curriculum, 	
	 Place of Chemistry in School Curriculum Principles of Curriculum Construction. Difference between Curriculum and syllabus Co-curricular activities, factors influencing curriculum of chemistry Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. Critical appraisal of Chemistry syllabus at 	 Place of Chemistry in School Curriculum Principles of Curriculum Construction. Difference between Curriculum and syllabus Co-curricular activities, factors influencing curriculum of chemistry Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level. Critical appraisal of Chemistry syllabus at 	
	Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan • Planning – Daily lesson plan, unit plan & yearly plan Unit III : Methods of Teaching Chemistry • Micro Teaching, skills of	Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan • Planning – Daily lesson plan, unit plan & yearly plan Unit III : Methods of Teaching Chemistry • Micro Teaching, skills of	
	 Methods of Teaching Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive 	 Methods of Teaching Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive 	

Method, Co-operative	Method, Co-operative	
method, Constructivism	method, Constructivism	
Method.	Method.	
 Teaching Models – 	 Teaching Models – 	
Concept Attainment	Concept Attainment	
Model, Inquiry Training	Model, Inquiry Training	
Model.	Model.	
Qualities of Chemistry	Qualities of Chemistry	
teacher.	teacher.	
Unit IV : Instructional Support System	Unit IV : Instructional Support System	
Teaching Aids in	Teaching Aids in	
chemistry Audio Aids. A-V	chemistry Audio Aids. A-V	
Aids. Educational	Aids. Educational	
Broadcasts, Television	Broadcasts, Television	
and Teleconferencing.	and Teleconferencing.	
Charts, Models, Low Cost	Charts, Models, Low Cost	
Teaching Aids, Improvised	Teaching Aids, Improvised	
Apparatus.	Apparatus.	
 Chemistry Lab: Layout Plans, Equipments, 	Chemistry Lab: Layout Plans, Equipments	
Furniture, Maintenance	Plans, Equipments, Furniture, Maintenance	
of records, repair, care		
· • ·	of records, repair, care	
and improvisation of	and improvisation of	
apparatus, safety	apparatus, safety	
measures in Lab.	measures in Lab.	
Role of State & National	Role of State & National	
Level Institutions &	Level Institutions &	
Laboratories like DST,	Laboratories like DST,	
NCL, Fertilizer, Pesticide	NCL, Fertilizer, Pesticide	
& Chemical Companies	& Chemical Companies	
like Hindustan Zinc Ltd.	like Hindustan Zinc Ltd.	
Characteristics of a good	Characteristics of a good	
text book and evaluation	text book and evaluation	
of a Text Book.	of a Text Book.	
Unit V : Evaluation of Chemistry	Unit V : Evaluation of Chemistry	
Difference between	Difference between	
Measurement,	Measurement,	
Assessment and	Assessment and	
Evaluation.	Evaluation.	
Characteristics of good	Characteristics of good	
Measurement, Diagnostic	Measurement, Diagnostic	
Test and Remedial	Test and Remedial	
Teaching,	Teaching,	
Criterion Referenced	Criterion Referenced	
Testing and Norm	Testing and Norm	
Referenced Testing,	Referenced Testing,	
Different types of items,	Different types of items,	
Essay type, short types	Essay type, short types	
objective type	objective type	
 Development and 	 Development and 	
Standardization of	Standardization of	
Achievement Test in	Achievement Test in	
Chemistry.	Chemistry.	

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B.Ed.203(14)	Pedagogy of General Science	Pedagogy of General Science	
	Unit I : Teaching of General Science	Unit I : Teaching of General Science	
	 Meaning, nature, aims 	 Meaning, nature, aims 	
	and objectives of General	and objectives of General	
	Science	Science	
	Importance of General	Importance of General	
	Science in Teaching	Science in Teaching	
	 Correlation – concept, 	 Correlation – concept, 	
	importance and types	importance and types	
	 Maxims of teaching in 	 Maxims of teaching in 	
	General science	General science	
	Unit II : Planning in General Science	Unit II : Planning in General Science	
	Teaching	Teaching	
	Curriculum – concept,	 Curriculum – concept, 	
	methods of curriculum	methods of curriculum	
	construction, Difference	construction, Difference	
	between curriculum and	between curriculum and	
	syllabus	syllabus	
	 Place of General Science 	Place of General Science	
	in school curriculum	in school curriculum	
	Critical appraisal of	Critical appraisal of	
	General Science syllabus	General Science syllabus	
	at secondary / senior	at secondary / senior	
	secondary level	secondary level	
		-	
	 Science teacher – Qualities, Competencies 	Science teacher – Ouglities, Competencies	
	Analysis of text book	Qualities, CompetenciesAnalysis of text book	
	Unit III : Methods & Techniques of	Unit III : Methods & Techniques of	
	teaching in General Science	teaching in General Science	
	Methods – Scientific	Methods – Scientific	
	Method, Demonstration,	Method, Demonstration,	
	Laboratory, Heuristic,	Laboratory, Heuristic,	
	Project, Co-operative	Project, Co-operative	
	Learning, Constructivism,	Learning, Constructivism,	
	Inductive – deductive.	Inductive – deductive.	
	Techniques: - Team	 Techniques: - Team 	
	teaching, simulation, Task	teaching, simulation, Task	
	analysis, Cognitive	analysis, Cognitive	
	psychology based	psychology based	
	technique, Technology	technique, Technology	
	based technique.	based technique.	
	 Year plan, Unit plan, 	 Year plan, Unit plan, 	
	Lesson plan – General, IT	Lesson plan – General, IT	
	based	based	
	Unit IV : Teaching Aids and Models of	Unit IV : Teaching Aids and Models of	
	teaching	teaching	
	Teaching Aids: Non-	 Teaching Aids: Non- 	
	Projective – chart,	Projective – chart,	
	picture, model, Projective	picture, model, Projective	
	– Film Projector, OHP,	– Film Projector, OHP,	
	LCD, DLP,	LCD, DLP,	
	Science laboratory,	Science laboratory,	
	Science –club, Science	Science –club, Science	
	Exhibition, Field trip	Exhibition, Field trip	
	 Laboratory Equipment 	Laboratory Equipment	
	and Material – selection,	and Material – selection,	
	purchase, maintenance	purchase, maintenance	
	and safety measures.	and safety measures.	

 Models of teaching: Concept Attainment Model, Inquiry training model Unit Y : Pedagogical analysis & Evaluation in General Science Concept Approaches & importance for pedagogical analysis. Concept Approaches & importance for pedagogical analysis. Concept Approaches & importance for pedagogical analysis. Core elements and values, content cum methodology approach, if based approach in General Science. Evaluation according to areas - cognitive, Domain Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation. Mature of Science and Physics, Major milestones in the development of physics, Contributions of eminent Indian and foreign Physicist: CV. Raman, Vikram Sarabhal, Subhramanayan, Subhramanay Industika tesufur secondary level, Subhramanayan, Subhramanay	· · · · · ·				
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Unit II : Planning for instruction and role of Teacher	Unit II : Planning for instruction and role of Teacher	
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 Concept approach – process approach – teaching science as a process. Scientific method, problem solving method Cooperative learning approach Activity based approach investigatory approach Project method, laboratory method Demonstration – cum- discussion method Constructivist approach 	 Concept approach – process approach – teaching science as a process. Scientific method, problem solving method Cooperative learning approach Activity based approach investigatory approach Project method, laboratory method Demonstration – cum- discussion method Constructivist approach 	
Unit IV : Instructional support system	Unit IV : Instructional support system	
 Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. Use of Community resources in teaching of physics Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work Selecting and guiding Projects in physics 	 Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. Use of Community resources in teaching of physics Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work Selecting and guiding Projects in physics 	

	Planning and organization	 Planning and organization 	
	of science clubs, science	of science clubs, science	
	fairs and field trips	fairs and field trips	
	Unit V : Physics curriculum and Evaluation	Unit V : Physics curriculum and Evaluation	
	of Physics Learning	of Physics Learning	
	 Principles of developing 	 Principles of developing 	
	curriculum of Physics	curriculum of Physics	
	Evaluation of Physics	 Evaluation of Physics 	
	learning: formative,	learning: formative,	
	summative, continuous	summative, continuous	
	and comprehensive	and comprehensive	
	evaluation, types of test	evaluation, types of test	
	items and their	items and their	
	construction, preparation	construction, preparation	
	of blue print and	of blue print and	
	achievement test, item	achievement test, item	
	analysis.	analysis.	
	 Diagnostic testing and remedial teaching in 	 Diagnostic testing and remedial teaching in 	
	physics. Evaluation of	physics. Evaluation of	
	Practical work.	Practical work.	
		Fractical work.	
B.Ed.203(16)	Pedagogy of Book Keeping	Pedagogy of Book Keeping	
	Unit I : Nature, Scope and Objective	Unit I : Nature, Scope and Objective	
	 Meaning and scope of 	 Meaning and scope of 	
	Book-Keeping and	Book-Keeping and	
	Accountancy, its value	Accountancy, its value	
	and importance in social	and importance in social	
	life.	life.	
	Aims and objectives of	 Aims and objectives of 	
	teaching Book-Keeping	teaching Book-Keeping	
	and Accountancy at	and Accountancy at	
	Senior Secondary level.	Senior Secondary level.	
	Place and Importance of	Place and Importance of	
	Teaching of Economics at	Teaching of Economics at	
	Secondary level.	Secondary level.	
	Importance of Book-	Importance of Book-	
	Keeping and Accountancy	Keeping and Accountancy	
	in School Curriculum.	in School Curriculum.	
	 Bloom's Taxonomy of objectives and Statement 	 Bloom's Taxonomy of chiestives and Statement 	
	objectives and Statement of objectives in	objectives and Statement of objectives in	
	Behavioral terms with	Behavioral terms with	
	Special reference to	Special reference to	
	Book-Keeping and	Book-Keeping and	
	Accountancy.	Accountancy.	
	Unit II : Teaching Planning and Royal of	Unit II : Teaching Planning and Royal of	
	Teacher	Teacher	
	Planning for teaching and	 Planning for teaching and 	
	role of teacher	role of teacher	
	Micro Teaching	Micro Teaching	
	Yearly Plan, Unit Plan and	Yearly Plan, Unit Plan and	
	Daily Lesson Plan	Daily Lesson Plan	
	Teacher role and attitude	 Teacher role and attitude 	
	Maxims and principles of	Maxims and principles of	
	classroom teaching	classroom teaching	
- i - i			
	Teaching Aids	 Teaching Aids 	
	Teaching Aids Unit III : Techniques and Methods	Teaching Aids Unit III : Techniques and Methods	

	 Teaching approaches of Book-Keeping and Accountancy Journal Approach Leader Approach Cash Book Approach Equation Approach Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum- demonstration and discussion methods. Techniques and devices to teach Book-Keeping and Accountancy. Unit IV : Text Book and Approches of Framing Syllabus Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book of Book- Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. Qualities of good teacher Unit V : Evaluation of Students performance Achievement Test Diagnostic Test Blue Print 	 Teaching approaches of Book-Keeping and Accountancy Journal Approach Leader Approach Leader Approach Gash Book Approach Equation Approach Equation Approach Equation Approach Equation Approach Equation Approach Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum- demonstration and discussion methods. Techniques and devices to teach Book-Keeping and Accountancy. Unit IV : Text Book and Approches of Framing Syllabus Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book of Book- Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. Qualities of good teacher Unit V : Evaluation of Students performance Achievement Test Diagnostic Test Blue Print 	
B.Ed.203(17)	Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce • Introduction to Commerce:	Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce Introduction to Commerce:	
	Meaning, Definitions, Scope and Nature of Commerce as a	Meaning, Definitions, Scope and Nature of Commerce as a	
	discipline, significance of	discipline, significance of	
	Commerce in the global scenario,	Commerce in the global scenario,	
	Modern trends in commerce :	Modern trends in commerce :	
	Banking Insurance, Trade-	Banking Insurance, Trade-	
	correlation of commerce with	correlation of commerce with	
	other subjects: Economics,	other subjects: Economics,	
	Geography, accounting,	Geography, accounting,	
	Mathematics, Statistics,	Mathematics, Statistics,	
	International relations, Business	International relations, Business	

		F	
	Management, Information system.	Management, Information system.	
•	Nature and significance of	 Nature and significance of 	
	Commerce Education: Meaning,	Commerce Education: Meaning,	
	Definition, Goals, Aims and	Definition, Goals, Aims and	
	Objectives of studying Commerce	Objectives of studying Commerce	
	Education – History of Commerce	Education – History of Commerce	
	Education – Development of	Education – Development of	
	Commerce Education in India –	Commerce Education in India –	
	Need and importance of learning	Need and importance of learning	
	commerce at Higher Secondary	commerce at Higher Secondary	
	level – Formulation of objectives	level – Formulation of objectives	
	in commerce at National and State	in commerce at National and State	
	level (NCF), Importance of	level (NCF), Importance of	
	Commerce in daily life.	Commerce in daily life.	
	II : Curriculum Developments in nerce	Unit II : Curriculum Developments in Commerce	
•	Curriculum Development –	• Curriculum Development –	
	General principles- psychological,	General principles- psychological,	
	sociological, philosophical, needs	sociological, philosophical, needs	
	and interests of the learner,	and interests of the learner,	
	nature of subject matter and	nature of subject matter and	
	philosophy of nation.	philosophy of nation.	
•	Modern trends in curriculum	Modern trends in curriculum	
	construction – Objective based,	construction – Objective based,	
	Child centered, and activity based,	Child centered, and activity based,	
	correlated, overcoming individual	correlated, overcoming individual	
	difference, fulfilling the	difference, fulfilling the	
	requirements of higher education,	requirements of higher education,	
	flexible and feasible.	flexible and feasible.	
•	Different approaches to	• Different approaches to	
	curriculum organization – Spiral,	curriculum organization – Spiral,	
	topical and concentric approach.	topical and concentric approach.	
Unit I	II : Training in Teaching skills	Unit III : Training in Teaching skills	
•	Micro Teaching Practice in	Micro Teaching Practice in	
	Teaching skills	Teaching skills	
•	Meaning, importance and purpose	Meaning, importance and purpose	
	of planning – Year plan, unit plan	of planning – Year plan, unit plan	
	and lesson plan	and lesson plan	
•	Teacher – Essential qualities,	Teacher – Essential qualities,	
	duties and responsibilities.	duties and responsibilities.	

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		 Professional growth – Ways and 	
	means of developing professional	means of developing professional	
	competency in service training -	competency in service training –	
	Role of NCERT	Role of NCERT	
	IV : Instructional Support or urces for Commerce Teaching	Unit IV : Instructional Support or Resources for Commerce Teaching	
•	• Resource materials in teaching	 Resource materials in teaching 	
	commerce – syllabus, Textbooks –	commerce – syllabus, Textbooks –	
	Criteria of selection, Resource	Criteria of selection, Resource	
	unit, Source Book, Teachers	unit, Source Book, Teachers	
	handbook, Reference books,	handbook, Reference books,	
	Journals, Magazines, periodicals,	Journals, Magazines, periodicals,	
	Supplementary readers, Learning	Supplementary readers, Learning	
	aids: Audio visual aids (OHP),	aids: Audio visual aids (OHP),	
	Computer, LCD Projector), CD,	Computer, LCD Projector), CD,	
	ROM, Interactive White Board.	ROM, Interactive White Board.	
	Commerce Library – Need &	• Commerce Library – Need &	
	Importance	Importance	
•	• Organization of field trips and	Organization of field trips and	
	study tours – their importance	study tours – their importance	
	Commerce club – need &	• Commerce club – need &	
	significance	significance	
	• Community Resources and its	• Community Resources and its	
	utilization	utilization	
Unit	V : Evaluation in CommerceEvaluation – Criteria for evaluating	Unit V : Evaluation in CommerceEvaluation – Criteria for evaluating	
	Teaching Manuals, Criteria for	Teaching Manuals, Criteria for	
	evaluating Teaching Competence.	evaluating Teaching Competence.	
	• Objective based Evaluation,	Objective based Evaluation,	
	competency based evaluation	competency based evaluation	
	• Construction of achievement test	• Construction of achievement test	
	– design, blue print, writing of test	 design, blue print, writing of test 	
	items.	items.	
	Different types of test items -	• Different types of test items -	
	merits and demerits	merits and demerits	
	• Continuous and comprehensive	Continuous and comprehensive	
	evaluation – grading system	evaluation – grading system	

B.Ed.204	(EPC – 2)	(EPC – 2)	Syllabus Revise
	 Drama and Art in Education Unit I: Aesthetic Sense and Education Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts. Transform art and aesthetic sense through education. Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadhh. Shushir, Dhanlok, lok-geet.lok vadhya & Introduction to Dance :- History of dance-kala, lok-nritya. Unit II : Performing Art and Learning Introduction of Folk Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian Society Unit III : Folk Drama of Rajasthan Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed leela, Swang, Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school. Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility. Unit IV : Visual Art : Teaching & Learning Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic Pressure for understanding problems in a new way. Exploration and experimentation with different types of Visual Arts : painting printing, college, cartoon making, photography, clay modelling, model making, pottery, puppetry, rangoli, paper art.	 Drama and Art in Education Unit I : Aesthetic Sense and Education Aesthetic Sense and Values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts. Transform art and aesthetic sense through education. Concept of Creativity, Creative writing. Modes in speech and importance of education for it. Relationship between Art, Literature and Education, Historical perspectives of various types of Art in India. Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadhh. Shushir, Dhanlok, lok-geet.lok vadhya & Introduction to Dance :- History of dance-kala, lok-nritya. Unit II : Performing Art and Learning Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian Society General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Triba dances. Contemporary dance in Modern India. Unit III : Folk Drama of Rajasthan Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed leela, Swang. Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school. Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility. 	
	 Unit V : ICT in drama and art in education Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation. Use of ICT in drama and art in education: Computer graphics, animation, special effects, documentary films, movies, slides. 	 Unit IV : Visual Art : Teaching & Learning Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic Pressure for understanding problems in a new way. Exploration and experimentation with different types of Visual Arts : painting printing, college, cartoon 	

	Use of social media: YouTube, Blog, twitter.	 making, photography, clay modelling, model making, pottery, puppetry, rangoli, paper art. Unit V : ICT in drama and art in education Use of visual art in teaching- learning process. Art and Self- Expression. Need and importance of community participation. Use of ICT in drama and art in education: Computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: YouTube, Blog, twitter.
B.Ed301	Gender, School and Society	Gender, School and Society
	 Unit I : Gender Issues : Key Concepts Gender, Sexuality, Patriarchy, 	 Unit I : Gender Issues : Key Concepts Gender, Sexuality, Patriarchy,
	Masculinity and Feminity	Masculinity and Feminity
	Gender Bias, Gender Stereotyping	Gender Bias, Gender Stereotyping
	and empowerment	and empowerment
	Equity and Equality in Relation	Equity and Equality in Relation
	with Caste, Class, Religion,	with Caste, Class, Religion,
	Ethnicity, Disability and Region.	Ethnicity, Disability and Region.
	Issues and Concerns of	Issues and Concerns of
	Transgender Unit II : Socialization Processes in India :	Transgender Unit II : Socialization Processes in India :
	Family, School and Society Gender Identities and Socialization	Gender Identities and Socialization
	Practices in different types of	Practices in different types of
	families in India.	families in India.
	• Sites of Conflict: Understanding	Sites of Conflict: Understanding
	the Importance of addressing	the Importance of addressing
	sexual abuse in family,	sexual abuse in family,
	Neighbourhood and School and in	Neighbourhood and School and in
	other formal and informal	other formal and informal
	institutions.	institutions.
	Unit III : Gender Issues in Curriculum	Unit III : Gender Issues in Curriculum
	• Gender, Culture and Institution :	Gender, Culture and Institution :
	Intersection of Class, Caste,	Intersection of Class, Caste,
	Religion and Region – Construction	Religion and Region – Construction
	of Gender in Curriculum	of Gender in Curriculum
	Frameworks since Independence :	Frameworks since Independence :

	An Analysis – Gender and the	An Analysis – Gender and the	
	hidden curriculum – Gender in	hidden curriculum – Gender in	
	Text and Classroom processes –	Text and Classroom processes –	
	Teacher as an agent of change –	Teacher as an agent of change –	
	Life skills and sexuality.	Life skills and sexuality.	
	Unit IV : Gender Studies : Historical Perspectives on Education • Historical Backdrop: Some	Unit IV : Gender Studies : Historical Perspectives on Education • Historical Backdrop: Some	
	Landmarks in Socio-Economic and	Landmarks in Socio-Economic and	
	Education upliftment of Status of	Education upliftment of Status of	
	Girls and Women.	Girls and Women.	
	Unit V : Constitutional Commitments	Unit V : Constitutional Commitments	
	Reports of Commissions and	Reports of Commissions and	
	Committees, Policy initiatives	Committees, Policy initiatives	
	Schemes and Programmes on Girls	• Schemes and Programmes on Girls	
	Education and Overall	Education and Overall	
	Development of Women for	Development of Women for	
	Addressing Gender Discrimination	Addressing Gender Discrimination	
	in Society.	in Society.	
B.Ed302	Knowledge and Curriculum (Part-2)	Knowledge and Curriculum (Part-2)	Syllabus Revise
			-
	Unit I : Child's Construction of Knowledge • Sources of Knowledge : Empirical	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical 	
	Unit I : Child's Construction of Knowledge	Unit I : Child's Construction of Knowledge	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge Concepts of Belief, Information, Knowledge and Understanding 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge Concepts of Belief, Information, Knowledge and Understanding Unit II : Curriculum Planning and 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge (d) Scientific knowledge Vs 	
	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge Concepts of Belief, Information, Knowledge and Understanding 	 Unit I : Child's Construction of Knowledge Sources of Knowledge : Empirical Knowledge Vs Revealed Knowledge. Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course Content knowledge : Criteria of Selection and concerns (c) Indigenous knowledge Vs Global knowledge (d) Scientific knowledge 	

		Development given by Franklin	Construction of Curriculum
		Bobbit, Ralph Tyler.	 Models of Curriculum
		Unit III : Curriculum Tansaction	Development given by Franklin
		Role of a teacher in knowledge	Bobbit, Ralph Tyler, <mark>Hilda Taba</mark>
		construction through Dialogue,	and Philip Jackson
		Challenge and Feedback as a	Unit III : Curriculum Tansaction
		Critical Pedagogue	Role of a teacher in knowledge
			construction through Dialogue,
		Unit IV : School: The Site of Curriculum	Challenge and Feedback as a
		Role of School Philosophy,	Critical Pedagogue
		Administration (and organization)	
		in creating a context for	Unit IV : School: The Site of Curriculum
		transacting the curriculum	Role of School Philosophy,
		effectively.	Administration (and organization)
			in creating a context for
		Unit V : School Culture	transacting the curriculum
		School Culture and organizational	effectively.
		ethos as the context for Teachers'	 Role of Infrastructural support in
		work.	Teaching and Learning : Classroom
		• Teacher's role and support is	seating Arrangement, Library,
		"Developing Curriculum,	Laboratory, Playground, Canteen,
		Transacting curriculum and	etc.
		Researching Curriculum": Realities	
		and expectations.	Unit V : School Culture
			School Culture and organizational
			ethos as the context for Teachers'
			work.
			Teacher's role and support is
			"Developing Curriculum,
			Transacting curriculum and
			Researching Curriculum": Realities
			and expectations.
B.1	Ed303.1	OPTIONAL COURSES (ANY ONE)	OPTIONAL COURSES (ANY ONE)
		1-PEACE EDUCATION	1-PEACE EDUCATION
		Unit I : Concept of Peace	Unit I : Concept of Peace
		Negative peace and	Negative peace and
		Positive peace,	Positive peace,
		Negative Peace – Peace	Negative Peace – Peace

as absence of war and
abolition of war, as the
minimization and
elimination of violence, as
removal of structural
violence, peace with
Justice, Peace and Non-
violent liberation
technique (Satyagraha)
and Disarmament.
Positive peace: Peace as
Love, Mutual Aid, Positive
Interpersonal relations,
Peaceful resolution of
Conflict, Peace and

Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit II : Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a Universal Value
- Aims and objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education,
- Current Status of Peace
 Education at Global
 Scenario

as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

 Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit II : Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a Universal Value
- Aims and objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education,
- Current Status of Peace
 Education at Global
 Scenario

Unit III : Bases of Peace Education

- Becoming peace teacher acquisition of knowledge, values and attitudes.
- Life skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management, conservation of Environment
- Challenges to Peace Stress, Conflict, crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching peace education – meditation, Yoga, Dramatization, Debate and etc.

Unit IV : Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated

 Learning Transactional
 Modalities Cooperative
 Learning, Group
 Discussion, project work,
 Role play, Story Telling,
 Rational Analytic Method
 Case Analysis and
 Situation analysis.

Unit III : Bases of Peace Education

- Becoming peace teacher acquisition of knowledge, values and attitudes.
- Life skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management, conservation of Environment
- Challenges to Peace Stress, Conflict, crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching peace education – meditation, Yoga, Dramatization, Debate and etc.

Unit IV : Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities – Cooperative Learning, Group Discussion, project work, Role play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis.

•	Peace Research,	•
	International classroom,	
	International Parliament,	
	Peace Awards, Creating	
	Models for Peace	
	Technology –	
	Development of new	
	tools, techniques,	
	mechanisms and	
	institutions for building	
	up peace and engaging	
	students in peace	
	process.	
Unit V : Transac	ting Peace Education &	Unit V : Transact
Role of Social A	gencies	Role of Social Ag
•	Integration of Peace	•
	Education through	
	curricular and co-	
	curricular activities	
•	Role of mass media in	•
	Peace Education	
•	Programmes for	•
	Promoting Peace	
	Education – UNESCO	
•	Addressing challenges to	•
	peace in Multicultural	
	Society.	
•	Role of Religion in	•
	propagation of Peace.	
	Nelson Mandela Mother	
	– Theresa, Vivekananda,	
	Gandhian Philosophy in	
	promoting Peace	
	Education. Role of Great	
	personalities in	
		1

Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace Technology – Development of new tools, techniques, mechanisms and institutions for building up peace and engaging students in peace

Unit V : Transacting Peace Education & Role of Social Agencies

- Integration of Peace
 Education through
 curricular and co curricular activities
- Role of mass media in
 Peace Education
- Programmes for
 Promoting Peace
 Education UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace.
 Nelson Mandela Mother

 Theresa, Vivekananda,
 Gandhian Philosophy in
 promoting Peace
 Education. Role of Great
 personalities in
 promoting Peace.

B.Ed303.2	2-GUIDANCE AND COUNSELING	2-GUIDANCE AND COUNSELING	
	Unit I : Guidance in School	Unit I : Guidance in School	
	Concept, Need and Meaning of	Concept, Need and Meaning of	
	Guidance.	Guidance.	
	Principles of Guidance.	Principles of Guidance.	
	Procedure of Guidance (steps).	Procedure of Guidance (steps).	
	Issues and problems of Guidance.	Issues and problems of Guidance.	
	• Role of School in Guidance.	Role of School in Guidance.	
	Unit II : Areas, Tools and Techniques in	Unit II : Areas, Tools and Techniques in	
	Guidance	Guidance	
	Personal, Educational and	Personal, Educational and	
	Vocational Guidance.	Vocational Guidance.	
	• Tools :- Records of students.	• Tools :- Records of students.	
	Cumulative Record.	Cumulative Record.	
	Rating scale.	Rating scale.	
	Psychological tests.	Psychological tests.	
	Questionnaire and Inventories.	Questionnaire and Inventories.	
	• Techniques in Guidance (a)	Techniques in Guidance (a)	
	Observation, (b) Interview (c)	Observation, (b) Interview (c)	
	Sociometry.	Sociometry.	
	Unit III : Counseling in School	Unit III : Counseling in School	
	• Concept, Need and Meaning of	Concept, Need and Meaning of	
	counseling.	counseling.	
	Principles of Counseling.	Principles of Counseling.	
	Counseling process and role.	Counseling process and role.	
	Directive, non-directive and	Directive, non-directive and	
	eclectic counseling.	eclectic counseling.	
	Qualities and role of a school	Qualities and role of a school	
	counselor.	counselor.	
	Unit IV : Tools and Techniques in	Unit IV : Tools and Techniques in	
	Counseling	Counseling	
	Individual counseling and Group	Individual counseling and Group	
	counseling.	counseling.	
	Lectures, discussions and	Lectures, discussions and	
	Dramatics as techniques in	Dramatics as techniques in	

	UNIT IV: Environmental Health and Safety	UNIT IV: Environmental Health and Safety	
	 UNIT III : POLLUTION CONTROL Pollution Monitoring and Control: Concept of Pollution, Types of Pollution – Air, Soil, Water and Noise Pollution, their sources Effects, monitoring and control. 	 UNIT III : POLLUTION CONTROL Pollution Monitoring and Control: Concept of Pollution, Types of Pollution – Air, Soil, Water and Noise Pollution, their sources Effects, monitoring and control. 	
B.Ed30	 UNIT II : ENVIRONMENTAL EDUCATION Environmental Education: Meaning, Objectives, Its need & importance Principles of Environmental Education. 	 UNIT II : ENVIRONMENTAL EDUCATION Environmental Education: Meaning, Objectives, Its need & importance Principles of Environmental Education. 	
	 3-Environmental Education UNIT I: ENVIRONMENT & ECOLOGY Introduction to Environment and Ecology: Concept of Environment Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest). 	 3-Environmental Education UNIT I : ENVIRONMENT & ECOLOGY Introduction to Environment and Ecology: Concept of Environment Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest). 	
	resource centre.Evaluation of counseling.	resource centre.Evaluation of counseling.	
	Drug addicts and alcoholics.De addiction centers, Career	Drug addicts and alcoholics.De addiction centers, Career	
	Guidance of learning disabled,	Guidance of learning disabled,	
	learners.	learners.	
	Slow learners and first generation	Slow learners and first generation	
	Guidance of under achiever.	Guidance of under achiever.	
	Guidance of the gifted and creative students.	Guidance of the gifted and creative students.	
	Problems and needs.	Problems and needs.	
	Special Needs	Special Needs	
	Unit V : Guidance and Counseling for	Unit V : Guidance and Counseling for	
	Counseling for parents.	Counseling for parents.	
	special needs.	special needs.	
	Counseling for the children with	Counseling for the children with	
	counseling.	counseling.	
	counseling.Importance of follow up in	Importance of follow up in	

	 Concept of safety, health and environment Diseases through pollution. Management to control diseases. Environmental Health & Human Society. UNIT V: NATURAL RESOURCES MANAGEMENT Natural Resources Conservation and Management: definition Classification of Natural Resources, Their Conservation and Management. Wildlife Conservation & disaster management. Carrying out a Project on Environment and preparing its detailed report. 	 Concept of safety, health and environment Diseases through pollution. Management to control diseases. Environmental Health & Human Society. UNIT V: NATURAL RESOURCES MANAGEMENT Natural Resources Conservation and Management: definition Classification of Natural Resources, Their Conservation and Management. Wildlife Conservation & disaster management. Carrying out a Project on Environment and preparing its detailed report. 	
B.Ed303.4	4-Health and Physical Education	4-Health and Physical Education	
	Unit I : Concept of Health	Unit I : Concept of Health	
	Introduction, Definition and	Introduction, Definition and	
	Meaning of Health	Meaning of Health	
	Dimensions of health	Dimensions of health	
	Determinants of health	Determinants of health	
	Importance of balanced diet	Importance of balanced diet	
	Unit II : Health and Programme	Unit II : Health and Programme	
	School health Programme	School health Programme	
	Role of teacher in development of	• Role of teacher in development of	
	health	health	
	Health Hygienic Education	Health Hygienic Education	
	Unit III : Physical Education	Unit III : Physical Education	
	Introduction, Definition and	Introduction, Definition and	
	Meaning of Physical Education	Meaning of Physical Education	
	Objectives of Physical Education	Objectives of Physical Education	
	Scope of Physical Education &	• Scope of Physical Education &	
	allied areas in Physical Education	allied areas in Physical Education	
	Unit IV : Physical Fitness	Unit IV : Physical Fitness	
	• Definition, Meaning, Types and	• Definition, Meaning, Types and	
	factors of Physical fitness	factors of Physical fitness	
	• Factors affecting physical fitness	• Factors affecting physical fitness	
	Benefits Physical Fitness	Benefits Physical Fitness	

Physical Education and Sports	Physical Education and Sports	
Need & Importance of physical	Need & Importance of physical	
activities at school level	activities at school level	
(Secondary and Senior Secondary)	(Secondary and Senior Secondary)	
Techniques and methods of	Techniques and methods of	
Assessment of physical fitness	Assessment of physical fitness	
Assessment of Learning	Assessment of Learning	Syllabus Revise
Unit I : Basic Concepts and Overview	Unit I : Basic Concepts and Overview	
 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms : (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm. Significance of assessment for learning Self assessment and peer assessment 	 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms : (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm. (c) socio-culture list paradigm; distinction between 'assessment of learning; assessment for learning; assessment as a basis for taking 	
Unit II : Analysis of Existing practices of Assessment • Records used in Assessment: a)	 Significance of assessment for learning Self assessment and peer 	
 Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group Unit III : Assessment in the Classroom and Record Keeping Expanding notions of learning in a constructivist perspective. Ability to develop indicators for assessment. Tasks for assessment: projects, 	 assessment Unit II : Analysis of Existing practices of Assessment Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) c) Open Book Examination Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group Unit III : Assessment in the Classroom and 	
	 (Secondary and Senior Secondary) Techniques and methods of Assessment of physical fitness Assessment of Learning Unit I: Basic Concepts and Overview Basic Concepts and Overview Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms : (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm. Significance of assessment for learning Self assessment and peer assessment Unit II: Analysis of Existing practices of Assessment Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group Unit III : Assessment in the Classroom and Record Keeping Expanding notions of learning in a constructivist perspective. Ability to develop indicators for assessment. 	 Unit V: Physical Fitness and Education Need & Importance of physical activities at school level (Secondary and Senior Secondary) Techniques and methods of Assessment of physical fitness Assessment of Learning Unit I: Basic Concepts and Overview Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning as behaviour), (b) constructivist paradigm: (a) behaviourit (with its limited view on learning a) continuous and comprehensive learner profile. B) Evaluation rubric : Meaning, Significance of assessment and peer assessment in the Classroom and Record Keeping Expanding notions of learning in a constructive preedback (in asse

 Formulating tasks and questions that engage the learner and demonstrate the process of Expanding notions of learning in a constructivist perspective. Ability to develop indicators for 	
 thinking. Scope for original responses, observation of learning processes by self, by peers, by teacher Unit IV : Interpreting Test Scores assessment. Tasks for assessment: projects, assignments. Formulating tasks and questions that engage the learner and demonstrate the process of thinking. 	
 Measures of Central Tendency : Mean, Median ,Mode Measures of Variability : Quartile Deviation, Standard Deviation Percentile and Percentile Rank Co-efficient of Correlation by Spearman's Rank Difference method Scope for original responses, observation of learning processes by self, by peers, by teacher Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers diaries, and group activities for assessment. 	
 Standard Scores: Z and T (Concept only) Graphical representation of data: Histogram, Frequency polygon Normal Probability Curve: Properties, Uses Skewness and Kurtosis Mode of Transaction: Lecture cum Discussion Group Discussion Gorop Discussion Cooperative Learning Student Presentation (PPT) Assigmments School Visit Feedback as an essential component of assessment; types of teacher feedback (written and oral) Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile. Challenges of assessment Hallenges of assessment Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a component of assessment Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile. Challenges of assessment Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a component of assessment Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a component of assessment Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a component of assessment; types of teacher feedback (written and oral) Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a component of assessment; types of teacher perdback Feedback to students and feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile. 	
Challenges of assessment	

D E 1 205	(500.0)	(520.2)	
B.Ed305	(EPC -3)	(EPC -3)	
	Critical Understanding of ICT Unit I : Information Communication	Critical Understanding of ICT Unit I : Information Communication	
	Technology in Education	Technology in Education	
	Concept, Importance, Meaning &	Concept, Importance, Meaning &	
	Nature of Information &	Nature of Information &	
	Communication	Communication	
	Technology.	Technology.	
	Need of Information &	Need of Information &	
	Communication	Communication	
	Technology in Education.	Technology in Education.	
	Scope of Information and	Scope of Information and	
	Communication technology areas;	Communication technology areas;	
	(Teaching Learning Process,	(Teaching Learning Process,	
	Evaluation, Research and	Evaluation, Research and	
	Administration), Trends in	Administration), Trends in	
	Information and communication	Information and communication	
	and Technology	and Technology	
	Paradigm shift in education due to	• Paradigm shift in education due to	
	ICT content with special reference	ICT content with special reference	
	to curriculum, Role of Teacher,	to curriculum, Role of Teacher,	
	Methods of teaching, Classroom	Methods of teaching, Classroom	
	Environment Evaluation,	Environment Evaluation,	
	Procedure and Educational	Procedure and Educational	
	management	management	
	Challenges in integrating	 Challenges in integrating 	
	Information communication	Information communication	
	Technology in school Education.	Technology in school Education.	
	Unit II : Introduction to Computer	Unit II : Introduction to Computer	
	 General awareness about 	 General awareness about 	
	functioning of Computer	functioning of Computer	
	Generation, Characteristics, Types of	 Generation, Characteristics, Types of 	
	computers and uses of	computers and uses of	
	Computer	Computer	
	Brief introduction of	Brief introduction of	
	working computer using	working computer using	
	the block diagram.	the block diagram.	
	✤ Hardware	✤ Hardware	
	Input device- Key Board,	Input device- Key Board,	
	Mouse, Scanner,	Mouse, Scanner,	
	Microphone and digital	Microphone and digital	
	Camera	Camera	
	Output device- Monitor,	Output device- Monitor,	
	Printer, Speaker and	Printer, Speaker and	
	Screen Image projector	Screen Image projector	
	 Storage device – Hard 	 Storage device – Hard 	
	Disk, CD & DVD and	Disk, CD & DVD and	
	Mass Storage Device	Mass Storage Device	
	(Pen drive)	(Pen drive)	
	Unit III : Computer Software	Unit III : Computer Software	
	Operating System –	Operating System –	
	Concept and function	Concept and function	
	Application software (Its	Application software (Its	

	uses in education) • Word Processors • Power point presentation • Spread sheet • Viruses & their management Unit IV : ICT supported teaching/learning strategies, Internet and Intranet • CAL – Computer Assisted Learning • PBL – Project Aided Learning • Technology Aided learning Unit V : E- Learning • E- Learning -Concept & Nature • Web Based Learning • Virtual Classroom • Concept, need & importance • Facilities available for	uses in education) • Word Processors • Power point presentation • Spread sheet • Viruses & their management Unit IV : ICT supported teaching/learning strategies, Internet and Intranet • CAL – Computer Assisted Learning • PBL – Project Aided Learning • Technology Aided learning Unit V : E- Learning -Concept & Nature • Web Based Learning • Virtual Classroom • Concept, need & importance • Facilities available for	
	Communication Email, Chat and online conferencing E- Library, websites, blog, Wikipedia Search Engines- Concept and uses 	Communication Email, Chat and online conferencing E- Library, websites, blog, Wikipedia Search Engines- Concept and uses 	
B.Ed.403(1)	Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal	Pedagogy of Drawing and Painting Unit I : Concept of Art What is Art: Concept and Scope of Art. Origin & Development of Art in India with special reference to Pre-historic & Mughal	
	period. Importance of Art in Life and Education Principles of Art.	period. Importance of Art in Life and Education Principles of Art.	
	Unit II : Aims and Elements of Art Aims and objective of teaching Art.	Unit II : Aims and Elements of Art Aims and objective of teaching Art. Elements of Art	
	Elements of Art Art & Society	Elements of Art Art & Society	
	(a) Stages of Development in Child Art	(a) Stages of Development in Child Art	
	(b) Principles of curriculum construction at	(b) Principles of curriculum construction at	
	secondary level	secondary level	
	Qualities of Good Poster	Qualities of Good Poster	
	Design – its meaning & types	Design – its meaning & types	
	Colour – Types and effects	Colour – Types and effects	
	Importance of Colours in life	Importance of Colours in life	

I	1	
	Elements of Good Landscape	Elements of Good Landscape
	Appreciation of Art	Appreciation of Art
	Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation	Unit III : Fine Art & its Correlation Significance of Fine Art & its correlation
	with other school subjects	with other school subjects
	Six limbs of Indian Art (Shadanga)	Six limbs of Indian Art (Shadanga)
	Importance of Field trips and Excursions in	Importance of Field trips and Excursions in
	Art	Art
	The importance of Exhibitions &	The importance of Exhibitions &
	Competitions in encouraging creative	Competitions in encouraging creative
	expression among students	expression among students
	Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher	Unit IV : Methods of Teaching Art Qualities and functions of an Art-Teacher
	Methods of teaching art	Methods of teaching art
	Lecture cum Demonstration method	Lecture cum Demonstration method
	Direct Observation method	Direct Observation method
	Method of imagination and free expression	Method of imagination and free expression
	Contribution of artists: Amrita Shergill.	Contribution of artists: Amrita Shergill.
	Shobha Singh, Rabindranath Tagore and	Shobha Singh, Rabindranath Tagore and
	Satish Gujral	Satish Gujral
	Importance of art Room and its	Importance of art Room and its
	requirements.	requirements.
	Unit V : Planning of Art Teaching Micro teaching	Unit V : Planning of Art Teaching Micro teaching
	Yearly, Unit & Lesson planning to teach:	Yearly, Unit & Lesson planning to teach:
	Still life, Design, Landscape, Composition,	Still life, Design, Landscape, Composition,
	Poster	Poster
B.Ed.403(2)	 Pedagogy of Civics Unit I : Nature and Scope of Civics Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with 	 Pedagogy of Civics Unit I: Nature and Scope of Civics Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with
	 other subjects of social and natural science and literature. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. Approaches: Current events Approach, mass-media Approach, 	 other subjects of social and natural science and literature. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioural terms. Approaches: Current events Approach, mass-media Approach,

 interdisciplinary Approach, constructivism Approach Unit II : Teaching Models and Methods Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method Innovative practices: Brain storming method. Co-operative- Learning. Experimental Learning. Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. Unit III : Role of Teaching 3.1 a. Teacher as an agent of social change in multicultural multilingual Society. b. Teacher as a facilitator. 	 interdisciplinary Approach, constructivism Approach Unit II : Teaching Models and Methods Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method Innovative practices: Brain storming method. Co-operative- Learning. Experimental Learning. Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan. Unit III : Role of Teaching 3.1 a. Teacher as an agent of social change in multicultural multilingual Society. b. Teacher as a facilitator. 	
c. Qualities and professional growth of a Civics Teacher to face challenges of	c. Qualities and professional growth of a Civics Teacher to face challenges of	
present era.	present era.	
d. Teacher as a Reflective	d. Teacher as a Reflective	
Practitioner and a Researcher.	Practitioner and a Researcher.	
3.2 Learning Resources:	3.2 Learning Resources:	
a. Print Media	a. Print Media	
b. Electronic Media	b. Electronic Media	
c. Multi Media	c. Multi Media	
d. Visuals	d. Visuals	
3.3	3.3	
a. Use of community resources	a. Use of community resources	
b. Civics resources center	b. Civics resources center	
c. Co-Scholastic activities based on	c. Co-Scholastic activities based on	
school curriculum	school curriculum	
d. Civics club	d. Civics club	
Unit IV : Political Structure and Content Analysis 4.1 Local, State and National Political Structure in India:	Unit IV : Political Structure and Content Analysis 4.1 Local, State and National Political Structure in India:	
a. Education for Citizenship.	a. Education for Citizenship.	
b. Political Science in the global	b. Political Science in the global	
context.	context.	

	c. Human right / Child right /	c. Human right / Child right /	
	Woman's right	Woman's right	
	d. Peace and conflict resolution.	d. Peace and conflict resolution.	
	e. Educational technology and	e. Educational technology and	
	political science (Civics)	political science (Civics)	
	f. Gender issue in civics	f. Gender issue in civics	
	g. Content Analysis of Civics	g. Content Analysis of Civics	
	Textbooks of Secondary level	Textbooks of Secondary level	
	4.2 Use of Library and other instructional	4.2 Use of Library and other instructional	
	materials	materials	
	Unit V : Assessment and Evaluation	Unit V : Assessment and Evaluation	
	 5.1 Evaluation in Civics: a. Preparation of challenging assignments. b. Criteria for assessing written and practical work in Civics. 5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. 	 5.1 Evaluation in Civics: a. Preparation of challenging assignments. b. Criteria for assessing written and practical work in Civics. 5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. 	
	Learner's portfolio. Pedagogy of Home Science	Learner's portfolio. Pedagogy of Home Science	
	Unit I : Nature, Scope and Objective Meaning, importance, principles and scope	Unit I : Nature, Scope and Objective Meaning, importance, principles and scope	
	of home science, objectives of teaching of	of home science, objectives of teaching of	
	home science at secondary level,	home science at secondary level,	
	behavioral objectives: Meaning and	behavioral objectives: Meaning and	
	importance of behavioral objectives, steps	importance of behavioral objectives, steps	
	for preparing behavioral objectives for	for preparing behavioral objectives for	
	teaching of home science. Place of home	teaching of home science. Place of home	
	science in Secondary School curriculum,	science in Secondary School curriculum,	
B.Ed. 204(3)	Curriculum construction – Principles and	Curriculum construction – Principles and	
	critical analysis of existing school	critical analysis of existing school	
	curriculum of Home Science. Correlation –	curriculum of Home Science. Correlation –	
	Meaning, importance, types of correlation	Meaning, importance, types of correlation	
	and correlation of home science with	and correlation of home science with	
	different subjects.	different subjects.	
	Unit II : Teaching Methods of Home	Unit II : Teaching Methods of Home	
	Science e. Micro teaching skills relevant in	Science g. Micro teaching skills relevant in	
	Home Science	Home Science	
	f. Lesson Planning: Meaning,	h. Lesson Planning: Meaning,	
		Lesson manning. meaning,	

		importance and essentials of	importance and essentials of	
		lesson planning. Use of	lesson planning. Use of	
		Demonstration method,	Demonstration method,	
		Discussion method, Project	Discussion method, Project	
		method, laboratory method,	method, laboratory method,	
		Problem solving method and Field	Problem solving method and Field	
		trips in teaching of Home Science.	trips in teaching of Home Science.	
		Unit III : Teaching Planning and Role of	Unit III : Teaching Planning and Role of	
		Teacher	Teacher	
		Role of school and teacher in teaching of	Role of school and teacher in teaching of	
		home science. Qualities, qualification and	home science. Qualities, qualification and	
		competencies of a home science teacher.	competencies of a home science teacher.	
		Organization of Home Science Department.	Organization of Home Science Department.	
		Home Science Laboratory – Concept and	Home Science Laboratory – Concept and	
		importance. Planning of space and	importance. Planning of space and	
		equipment for Home Science Laboratory.	equipment for Home Science Laboratory.	
		Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role,	Unit IV : Teaching Aids and Uses Meaning, Importance, Essential Role,	
		Qualities and limitations of Home Science	Qualities and limitations of Home Science	
		text books. Audio-visual Aids: Meaning,	text books. Audio-visual Aids: Meaning,	
		importance and classification of audio-	importance and classification of audio-	
		visual aids, Preparation of low-cost	visual aids, Preparation of low-cost	
		teaching aids.	teaching aids.	
		Unit V : Assessment and Evaluation in	Unit V : Assessment and Evaluation in	
		Home Science Concept of assessment and Evaluation in	Home Science Concept of assessment and Evaluation in	
		home science, concept, need and	home science, concept, need and	
		techniques of continuous and	techniques of continuous and	
		comprehensive Evaluation (CCE) in home	comprehensive Evaluation (CCE) in home	
		science. Types of tests – Achievement test,	science. Types of tests – Achievement test,	
		Proficiency test, Diagnostic test, Prognostic	Proficiency test, Diagnostic test, Prognostic	
		test. Preparation of an Achievement test.	test. Preparation of an Achievement test.	
		Concept and need of remedial teaching.	Concept and need of remedial teaching.	
	B.Ed.403(4)	Pedagogy of Economics	Pedagogy of Economics	
		 Unit I : Nature, Scope and Objective Meaning, Nature and Scope of 	 Unit I: Nature, Scope and Objective Meaning, Nature and Scope of 	
		Economics. Place and Importance	Economics. Place and Importance	
		of Teaching of Economics at Secondary level.	of Teaching of Economics at Secondary level.	
		Importance of economics in school	Importance of economics in school	
		curriculum.Aims and objectives of teaching	curriculum.Aims and objectives of teaching	
L		, and and objectives of teaching	, and and objectives of teaching	

	 economics at different level. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. Correlation of economics with school subjects. hit II : Curriculum and planning Concept and objectives of curriculum. Concepts and Principles of Constructing Curriculum of Economics. Critical Analysis of the existing syllabus. hit III : Teaching Planning Micro Teaching, Content Analysis Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps. Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study 	 economics at different level. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics. Correlation of economics with school subjects. Unit II : Curriculum and planning Concept and objectives of curriculum. Concepts and Principles of Constructing Curriculum of Economics. Critical Analysis of the existing syllabus. Unit III : Teaching Planning Micro Teaching, Content Analysis Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps. Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method Techniques and Devices of Teaching Economics (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study 	
Ai	 (vi) Case Study nit IV : Teacher, Text Book, Teaching ds Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) Economics Room – Importance and Equipments. Teacher of Economics – Importance, Qualities and Competence. Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests. Purpose and objective type tests. Purpose and 	 (vi) Case Study Unit IV : Teacher, Text Book, Teaching Aids Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources) Economics Room – Importance and Equipments. Teacher of Economics – Importance, Qualities and Competence. Teaching Aids – Meaning, importance and Types. Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board. Unit V : Evaluation Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and 	

	 concept of evaluation. Objective of based evaluation Preparation of achievement test- Various types of question Blue Print Preparation of question paper 	 concept of evaluation. Objective of based evaluation Preparation of achievement test- Various types of question Blue Print Preparation of question paper 	
B.Ed. 403(5)	 Pedagogy of English Unit I : Foundation of English Language Teaching Concept of language, language acquisition, language learning. Forms of English – formal, informal, written and spoken Importance of teaching English Principles of second language teaching Difference between teaching of content based subjects and skills based subjects Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence Unit II : Teaching of English Language Skills 	 Pedagogy of English Unit I : Foundation of English Language Teaching Concept of language, language acquisition, language learning. Forms of English – formal, informal, written and spoken Importance of teaching English Principles of second language teaching Difference between teaching of content based subjects and skills based subjects Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence Unit II : Teaching of English Language Skills 	
	 Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monopthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening Speaking, Concept of speaking in English as a second language, 	phonetic elements involved in listening at the receptive level (Monopthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent. Beat, Intonation,	
	 Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive 	 Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation. Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive 	

reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

Writing Skills : Concept of writing in first language and the second language, Types of composition oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Correction of Note making, Written work.

Unit III : Methodology and Planning of English Language Teaching

Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition -Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons Components of poetry – The place of poetry teaching in school curriculum - Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and

reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

Writing Skills : Concept of writing in first language and the second language, Types of composition oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Correction Note making, of Written work.

Unit III : Methodology and Planning of English Language Teaching

Approaches, methods • and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language - Classroom environment and condition -Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis, Poetry lessons Components of poetry – The place of poetry teaching in school curriculum - Concept, aims and objectives of teaching poetry in second language, Grammar lessons - Planning for teaching Grammar and usage - sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and

	passive voice, Direct and indirect	passive voice, Direct and indirect	
	speech, Punctuations.	speech, Punctuations.	
	Unit IV : Resources in English Language	Unit IV : Resources in English Language	
	Teaching	Teaching	
	 Concept and use of A.V. aids in the teaching of English 	 Concept and use of A.V. aids in the teaching of English 	
	 Resources for Teaching and learning, English – Text books, 	 Resources for Teaching and learning, English – Text books, 	
	work books, teacher's hand books,	work books, teacher's hand books,	
	charts, pictures, flash cards,	charts, pictures, flash cards,	
	flannel board, tape – recorder,	flannel board, tape – recorder,	
	radio, OHP, substitution tables, computer, realia, newspapers,	radio, OHP, substitution tables,	
		computer, realia, newspapers, magazines, brochures, black	
	magazines, brochures, black board, white board, songs, stories	magazines, brochures, black board, white board, songs, stories	
	and anecdotes, Language	and anecdotes, Language	
	laboratory and language games,	laboratory and language games,	
	use of community resources and	use of community resources and	
	media for language development,	media for language development,	
	Qualities, Responsibilities and	Qualities, Responsibilities and	
	Professional ethics of language	Professional ethics of language	
	teacher.	teacher.	
	Unit V : Assessment and Evaluation in	Unit V : Assessment and Evaluation in	
	English	English	
	 Concept of assessment and Evaluation in Evaluation 	 Concept of assessment and Evaluation in Evaluation 	
	Evaluation in English, Concept, Need and Techniques of	Evaluation in English, Concept, Need and Techniques of	
	Need and Techniques of Continuous and Comprehensive	Need and Techniques of Continuous and Comprehensive	
	Evaluation (CCE) in English. Types	Evaluation (CCE) in English. Types	
	of tests-Achievement test,	of tests-Achievement test,	
	Proficiency test, Diagnostic test,	Proficiency test, Diagnostic test,	
	Prognostic test, Testing language	Prognostic test, Testing language	
	skills, Lexical and Structural items.	skills, Lexical and Structural items.	
	Poetry and Grammar, Preparation	Poetry and Grammar, Preparation	
	of an Achievement test, Concept	of an Achievement test, Concept	
	and need of remedial teaching.	and need of remedial teaching.	
B.Ed.403(6)	Unit I : Nature and Structure of	Unit I : Nature and Structure of	
	Geography	Geography	
	1.1 Meaning, Nature and Scope of	1.1 Meaning, Nature and Scope of	
	Geography as a school subject, Role	Geography as a school subject, Role	
	and Importance of Geography in	and Importance of Geography in	
	School curriculum and life.	School curriculum and life.	
	Emerging concepts and trends in	Emerging concepts and trends in	
	Geography:	Geography:	
	(m) Geography as a description of the earth.	(s) Geography as a description of the earth.	
	(n) Geography as a study of natural	(t) Geography as a study of natural	
	phenomena and their effect on	phenomena and their effect on	
	man.	man.	
	(o) Geography as a study of Landscape-Physical and cultural.	 (u) Geography as a study of Landscape-Physical and cultural. 	
	(p) Geography as a study of real	(v) Geography as a study of real	
	difference.	difference.	
	(q) Geography as a study of spatial	(w) Geography as a study of spatial	
	relationships.	relationships.	
	(r) Geography as a study of unifying	(x) Geography as a study of unifying	
	and integrating discipline. 1.2 Aims and objectives of Geography:	and integrating discipline. 1.2 Aims and objectives of Geography:	

 Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature. 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. 1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach. 	 Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature. 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms. 1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.
Unit II : Methods and Model of Teaching Georgaphy	Unit II : Methods and Model of Teaching Georgaphy
 2.1 Models of teaching in reference of Geography teaching: Concept Attainment model Value Attainment model Inquire model Discovery model 2.2 Methods of teaching: Problem solving Regional method Project method Supervised study Laboratory method Demonstration method Inductive & Deductive method 2.3 Innovative Practices : Brain-storming method Co-operative-learning Experimental-learning 2.4 Planning: Content Analysis Annual Plan Unit Plan Lesson Plan 	 2.1 Models of teaching in reference of Geography teaching: Concept Attainment model Value Attainment model Inquire model Discovery model 2.2 Methods of teaching: Problem solving Regional method Project method Supervised study Laboratory method Demonstration method Inductive & Deductive method 2.3 Innovative Practices : Brain-storming method Co-operative-learning Experimental-learning 2.4 Planning: Content Analysis Annual Plan Unit Plan Lesson Plan
Unit III , Dianing of Instruction and Dolo	Unit III - Dianing of Instruction and Dala
Unit III : Planing of Instruction and Role of Teacher	Unit III : Planing of Instruction and Role of Teacher
 3.1 Role of a teacher for conservation of natural resources & environment. Teacher as a facilitator Qualities and professional growth of a geography teacher to face an ecological challenge of present era. Teacher as a Reflective Practitioner and a Researcher. 3.2 Learning Resources Print Media Electronic Media Multi Media Visuals 3.3 	 3.1 Role of a teacher for conservation of natural resources & environment. Teacher as a facilitator Qualities and professional growth of a geography teacher to face an ecological challenge of present era. Teacher as a Reflective Practitioner and a Researcher. 3.2 Learning Resources Print Media Electronic Media Multi Media Visuals 3.3

	 Field Trips : Local & Regional Geography resource center Co-scholastic activities based on school curriculum Geography club Unit IV : Resources in Geography Teaching 	 Field Trips : Local & Regional Geography resource center Co-scholastic activities based on school curriculum Geography club Unit IV : Resources in Geography Teaching 	
	 4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism. 4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography. Unit V : Assessment in Geography 	 4.1 a. Local Geography: It's meaning significance and use as method of study. b. Regional Geography: It's meaning and significance, concept of regionalism. 4.2 a. Content Analysis of Texbooks of Geography at secondary level. b. Use of Library and other instructional materials related with Geography. Unit V : Assessment in Geography 	
	 5.1 Preparation of Challenging assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio. 	 5.1 Preparation of Challenging assignments 5.2 Criteria for assessing written and practical work in civics. 5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio. 	
B.Ed. 403 (7)	 हिन्दी शिक्षण इकाई -प्रथम - भाषा की भूमिका स्थिति भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास - (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ड) अभिव्यक्ति (मौखिक व लिखित) हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी शिक्षण की स्थिति भाषा का समाज में स्थान हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का समाज में स्थान हिन्दी की प्रवतंत्रता पूर्व एवं नवाचार शिक्षण के प्रकार : गद्य शिक्षण, रचना शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमों से हिन्दी शिक्षण पाली 	 हिन्दी शिक्षण इकाईप्रथम - भाषा की भूमिका स्थिति भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से) भाषायी कौशलों के विकास - (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सरवर व मौन) (ड) अभिव्यक्ति (मौखिक व लिखित) हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी (iii) वैज्ञानिक और तकनीकी हिन्दी (iii) कार्यालयी हिन्दी (iv) विधि के क्षेत्र में हिन्दी (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (v) संचार माध्यमों में हिन्दी (vi) संचार माध्यमों में हिन्दी (vi) संचार माध्यमों में हिन्दी (vii) विज्ञापन के क्षेत्र में हिन्दी शिक्षण की स्थिति भाषा का समाज में स्थान हिन्दी की दिवात्तता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति भाषा का प्रमाज में स्थान हिन्दी की प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, वाकरण शिक्षण सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना नवाचार और भाषा शिक्षण की प्रणाली विविध जन संचार माध्यमां से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, 	

	कठपुतली, नौटंकी, सेमीनार कार्यशाला,	कठपुतली, नौटंकी, सेमीनार कार्यशाला,	
	हरिकथा, कहानी	हरिकथा, कहानी	
	 संचार माध्यम – प्रिंट मीडिया–समाचार पत्र 	 संचार माध्यम – प्रिंट मीडिया–समाचार पत्र 	
	पत्रिकाऐं, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया–रेडियो, टेलीविजन,	पत्रिकाऐं, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया–रेडियो, टेलीविजन,	
	इलय्रानियः नाडिया–राडया, टलायजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),	इलप्रानिय नाडिया–राडया, टलापिजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),	
	ई–कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट,	ई–कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट,	
	ई–यूनिवर्सिटी, भाषा प्रयोगशाला	ई—यूनिवर्सिटी, भाषा प्रयोगशाला	
	इकाई —तृतीय — शिक्षण विधियाँ एवं भाषायी व्यवस्था	इकाई —तृतीय — शिक्षण विधियाँ एवं भाषायी व्यवस्था	
	 भाषा शिक्षण की विधियाँ—भारतीय भाषाकारों 	 भाषा शिक्षण की विधियाँ—भारतीय भाषाकारों 	
	की दृष्टि से – पाणिनी, यास्क, वरनी,	की दृष्टि से – पाणिनी, यास्क, वरनी,	
	कामताप्रसाद गुरू, किशोरी दास बाजपेयी	कामताप्रसाद गुरू, किशोरी दास बाजपेयी	
	 पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, 	• पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे,	
	एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी	एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी	
	 वर्तमान में प्रचलित – प्रायोजना विधि 	 वर्तमान में प्रचलित – प्रायोजना विधि 	
	(किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।	(किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।	
	 भाषा का स्वरूप – भाषा व्यवहार के विविध 	 भाषा का स्वरूप – भाषा व्यवहार के विविध 	
	 नापा का स्पर्क्ष – नापा व्यवहार का पापव पक्ष नियमबद्ध व्यवस्था के रूप में भाषा 	 नापा फा रपर्छप – नापा व्ययहार के पापव पक्ष नियमबद्ध व्यवस्था के रूप में भाषा 	
	भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में	भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में	
	हिन्दी की बोलियाँ, वाक् तथा लेखन।	हिन्दी की बोलियाँ, वाक् तथा लेखन।	
	 भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की 	 भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की 	
	संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य	संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य	
	विज्ञान तथा अर्थविज्ञान की मूलभूत	विज्ञान तथा अर्थविज्ञान की मूलभूत	
	संकल्पनाएँ ः स्वनिम विज्ञान व रूप विज्ञान। जन्मर्ग जन्मर्भ प्राच्यान्य जन्मर्भ	संकल्पनाएँ ः स्वनिम विज्ञान व रूप विज्ञान। जन्मर्ग जन्म	
	 इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री पाठ्यक्रम और पाठ्य सामग्री का निर्माण और 	इकाई –चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री पाठ्यक्रम और पाठ्य सामग्री का निर्माण और 	
	 पाउ्यक्रम आर पाउ्य सामग्रा का गमांग आर विश्लेषण 	 पाउ्यक्रम आर पाउ्य सामग्रा का गमाण आर विश्लेषण 	
	(अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य	(अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य	
	पुस्तकों का सम्बन्ध	पुस्तकों का सम्बन्ध	
	(ब) निदानात्मक परीक्षण एवं उपचारात्मक	(ब) निदानात्मक परीक्षण एवं उपचारात्मक	
	शिक्षण–अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक	शिक्षण–अर्थ, स्वरूप महत्त्व एवं उपयोग। (स) प्राथमिक∕माध्यमिक∕उच्च माध्यमिक	
	रतर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री	रतर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री	
	का विश्लेषण	का विश्लेषण	
	इकाई —पंचम — हिन्दी शिक्षण में मूल्यांकन	इकाई —पंचम — हिन्दी शिक्षण में मूल्यांकन	
	 हिन्दी शिक्षण में मूल्यांकन– 	• हिन्दी शिक्षण में मूल्यांकन—	
	(अ) भाषा विकास की प्रगति का	(अ) भाषा विकास की प्रगति का	
	मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –सल्यांकन	मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी	
	–मूल्यांकन,	मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –मूल्यांकन,	
	–मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों।	मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों।	
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Unit IV : Teaching Text Book and C Analysis	oncept Unit IV : Teaching Text Book and Concept Analysis
(e) History club	(e) History club
on school curriculum	on school curriculum
(d) Co-scholastic activities	
(c) History resources cente	
(b) Field Trips	(b) Field Trips
3.3 (a) Use of community reso	
(c) Multi Media (d) Visuals	(c) Multi Media (d) Visuals
(b) Electronic Media	(b) Electronic Media
(a) Print Media	(a) Print Media
3.2 Learning Resources	3.2 Learning Resources
Practitioner and a Researcher	Practitioner and a Researcher
(c) Teacher as a Reflective	(c) Teacher as a Reflective
challenges of present era.	challenges of present era.
growth of a history teacher to face	growth of a history teacher to face
(b) Qualities and professio	
(a) Teacher as a facilitator	(a) Teacher as a facilitator
Historical Heritage:	Historical Heritage:
3.1 Teacher as a transformer of cult	
Unit III : Teaching Aids and Resour	ces Unit III : Teaching Aids and Resources
(c) Lesson plan	(c) Lesson plan
(b) Unit plan	(b) Unit plan
(a) Annual plan	(a) Annual plan
(d) Experiential-learning 2.4 Planning	2.4 Planning
(c) Co-operative-learning (d) Experiential-learning	(c) Co-operative-learning (d) Experiential-learning
(c) Co-operative-learning	(c) Co-operative-learning
(a) Brain-storming (b) Dramatization	(a) Brain-storming (b) Dramatization
2.3 Innovative Practices	
(f) Source method	2.3 Innovative Practices
	(e) Biographical method (f) Source method
(d) Story Telling method (e) Biographical method	(d) Story Telling method
(b) Project method (c) Supervised Study	(b) Project method (c) Supervised Study
(a) Lecture method	(a) Lecture method
2.2 Methods of teaching	2.2 Methods of teaching
(c) Enquiry model	(c) Enquiry model
(b) Value Attainment mod	
(a) Discovery model	(a) Discovery model
2.1 Models of teaching:	2.1 Models of teaching:
Unit II : Teaching Methods of Plan	ning Unit II : Teaching Methods of Planning
Constructivism Approach.	Constructivism Approach.
	pproach, Interdisciplinary Approach,
	Approach Mass – Media Approach
1.12Approaches: Current events a	
in behavioral terms.	in behavioral terms.
taxonomy and statement of o	
special reference of new	•
-	
1.11A study of instructional object	

D.Eu.403(9	 Pedagogy of Mathematics Unit I : Nature and Structure of Mathematics Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical History of Mathematics education: Ancient period to 21st century Contributions of eminent Mathematicians (Western and Indian – 4 each) Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry 	 Pedagogy of Mathematics Unit I : Nature and Structure of Mathematics Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical History of Mathematics education: Ancient period to 21st century Contributions of eminent Mathematicians (Western and Indian – 4 each) Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry 	
B.Ed.403(9	 Preparation of Challenging assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. Pedagogy of Mathematics 	 Preparation of Challenging assignments. Criteria for assessing written and practical work in History. Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio. Pedagogy of Mathematics 	
	 (a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism. (b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history. 4.2 (a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration. (b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism. 4.3 (a) Content Analysis of History Textbooks at Secondary level. (b) Use of library and other instructional materials & Source: Primary and Secondary. 	 (a) Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism. (b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value – judgment in history. 4.2 (a) History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration. (b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism. 4.3 (a) Content Analysis of History Textbooks at Secondary level. (b) Use of library and other instructional materials & Source: Primary and Secondary. 	

	q.	Underfined terms – Axioms –	w.	Underfined terms – Axioms –	
		Postulates – Theorems –		Postulates – Theorems –	
		Proofs and verification in		Proofs and verification in	
		mathematics – Types of		mathematics – Types of	
		theorems: Existence and		theorems: Existence and	
		Uniqueness theorems – Types		Uniqueness theorems – Types	
		of proofs: Direct, Indirect, by		of proofs: Direct, Indirect, by	
		contradiction, by exhaustion,		contradiction, by exhaustion,	
		by mathematical induction		by mathematical induction	
	r.	Euclidean geometry and its	х.	Euclidean geometry and its	
		criticisms – emergence of non	A.	criticisms – emergence of non	
		Euclidean Geometry		Euclidean Geometry	
	Unit II · Ohi	ectives and Approaches of	Unit II · Ohia	ectives and Approaches of	
	Teaching M		Teaching Ma		
	-	Aims and objectives of	-	Aims and objectives of	
	g.	•	j.		
		•		-	
		primary, Secondary and		primary, Secondary and	
		Higher Secondary levels –		Higher Secondary levels –	
		Goals of mathematics		Goals of mathematics	
		education – Mathematical		education – Mathematical	
		skills: calculations,		skills: calculations,	
		Geometrical, and interpreting		Geometrical, and interpreting	
		graphs – Mathematical		graphs – Mathematical	
		abilities – problem solving		abilities – problem solving	
		ability.		ability.	
	h.	Approaches to teaching	k.	Approaches to teaching	
		Mathematics: Behaviorist		Mathematics: Behaviorist	
		approach, constructivist		approach, constructivist	
		approach		approach	
	i.	Process oriented approach,	Ι.	Process oriented approach,	
		competency based approach,		competency based approach,	
		Realistic mathematics		Realistic mathematics	
		education		education	
		thods and Model of Teaching		thods and Model of Teaching	
	Mathematio		Mathematic		
	i.	Methods of teaching	m.	Methods of teaching	
		mathematics: Lecture,		mathematics: Lecture,	
		Inductive, Deductive, Analytic,		Inductive, Deductive, Analytic,	
		Synthetic, Heuristic, Project,		Synthetic, Heuristic, Project,	
		Problem solving and		Problem solving and	
		Laboratory methods. Co-		Laboratory methods. Co-	
		operative, constructivism		operative, constructivism	
		method.		method.	
	j.	Techniques of Teaching	n.	Techniques of Teaching	
		Mathematics: Questioning,		Mathematics: Questioning,	
		Brain storming, role playing. Simulation.		Brain storming, role playing. Simulation.	
	Ŀ				
	k.	Non – formal techniques of learning mathematics	0.	Non – formal techniques of learning mathematics	
	I.	-	2	-	
	1.	Models of Teaching: Concept attainment model, inquiry	р.	Models of Teaching: Concept attainment model, inquiry	
		training model, Inductive		training model, Inductive	
		thinking model.		thinking model.	
	Unit IV · Po	dagogical Content Knowledge	Unit IV · Por	lagogical Content Knowledge	
	of Mathema		of Mathema		
	k.	Concept of pedagogic content	p.	Concept of pedagogic content	
		knowledge (PCK)		knowledge (PCK)	
•		· · · ·			

		 Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.:- content analysis, Listing pre- requisites, instructional objectives and task analysis. M. Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance. Analyzing and selecting suitable evaluation strategies Identifying the misconceptions and appropriate remedial strategies Unit V : Technology in Mathematics Education Technology in tegration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions. E-content development concept, formats, steps for preparation A survey of software used in 	strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions. k. E-content development concept, formats, steps for preparation	
		learning.	learning.	
1		5	Ŭ Ŭ	
	B.Ed.403(10)	 संस्कृत शिक्षण इकाई –प्रथम – भाषा की भूमिका एवं स्थिति संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवेज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषा है, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु–भाषीय कक्षा कक्ष भारत में संस्कृत भाषा की स्थिति भारत में संस्कृत भाषा की स्थिति (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351 (2) कोठारी कमीशन (1964–1996) (3) NPA (1986) (4) POA (1992) (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)–भाषा शिक्षा में संस्कृत की स्थिति संस्कृत शिक्षण में भाषायी कौशल–कथन, 	 संस्कृत शिक्षण इकाई – प्रथम – भाषा की भूमिका एवं स्थिति संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ। विद्यालय में भाषा – (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु–भाषीय कक्षा कक्ष भारत में संस्कृत भाषा की स्थिति (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351 (2) कोठारी कमीशन (1964–1996) (3) NPA (1986) (4) POA (1992) 	

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	श्रवण, पठन, लेखन इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार	श्रवण, पठन, लेखन इकाई –द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार	
	 संस्कृत शिक्षण के विविध रूप 	 संस्कृत शिक्षण के विविध रूप 	
	(1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण	(1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण	
	शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण	शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण	
	(6) उच्चारण शिक्षण	(6) उच्चारण शिक्षण	
	(७) रचना शिक्षण (8) अनुवाद शिक्षण	(7) रचना शिक्षण (8) अनुवाद शिक्षण	
	उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि,	उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि,	
	प्रविधि, शिक्षण सामग्री व गुण—दोष।	प्रविधि, शिक्षण सामग्री व गुण—दोष।	
	 सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 	 सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 	
	योजना एवं सूक्ष्म पाठ योजना	योजना एवं सूक्ष्म पाठ योजना	
	 नवाचार और भाषा शिक्षण की प्रणाली 	 नवाचार और भाषा शिक्षण की प्रणाली 	
	 विविध जन संचार माध्यमों से संस्कृत शिक्षण 	 विविध जन संचार माध्यमों से संस्कृत शिक्षण 	
	(अ) परम्पारगत – नाटक, अभिन्य, कथा,	(अ) परम्पारगत – नाटक, अभिन्य, कथा,	
	सेमिनार, कार्यशाला।	सेमिनार, कार्यशाला।	
	 (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया (a) सिंग की क्रिया 	(ब) संचार माध्यम — वेबसाइट्स, विकीपीडिया (() चिंत्र कीरिया	
	(1) प्रिंट मीडिया — समाचार पत्र—पत्रिकाएं, साहित्यिक पुस्तिकाएँ	(1) प्रिंट मीडिया – समाचार पत्र–पत्रिकाएं, साहित्यिक पुस्तिकाएँ	
	(2) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन,	(2) इलेक्ट्रॉनिक मीडिया — रेडियो, दूरदर्शन,	
	फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट,	्य) दूसर्प्रता पर मालिया सालया सालया, दूसरा, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट,	
	इन्ट्रानेट, भाषा	इन्ट्रानेट, भाषा	
	प्रयोगशाला।	प्रयोगशाला।	
	इकाई —तृतीय — शिक्षण विधियाँ एवं अनुप्रयोग	इकाई –तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग	
	 संस्कृत शिक्षण की विधियाँ— 	 संस्कृत शिक्षण की विधियाँ— 	
	(i) पाणिनी व यास्क के अनुसार।	(i) पाणिनी व यास्क के अनुसार।	
	(ii) प्रचलित अन्य विधियाँ—प्रायोजना विधि,	(ii) प्रचलित अन्य विधियाँ–प्रायोजना विधि,	
	पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि,	पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि,	
	आगमन—निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम,	आगमन—निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम,	
	ापाव, पाउंच पुरापि पिवि, सम्प्रपंग उपागन, समग्र उपागम।	ापाव, पाउंच पुरराक पिवि, सन्द्रपंग उपागन, समग्र उपागम।	
	(iii) पाश्चात्य विद्वानों के अनुसार– जे.	(iii) पाश्चात्य विद्वानों के अनुसार– जे.	
	प्याजे, एल. वायगात्सकी, चॉम्स्की, जान	प्याजे, एल. वायगात्सकी, चॉम्स्की, जान	
	ड्यूवी।	ड्यूवी।	
	 विधियों का अनुप्रयोग — 	• विधियों का अनुप्रयोग —	
	(i) तृतीय भाषा अधिगम मनोविज्ञान	(i) तृतीय भाषा अधिगम मनोविज्ञान	
	(ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ	(ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ	
	(iii) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य	्रां) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य	
	सहायक सामग्री की भूमिका	सहायक सामग्री की भूमिका	
	(iv) भाषा का व्यवहार में प्रयोग	(iv) भाषा का व्यवहार में प्रयोग	
	(v) अन्य विषयों के साथ संस्कृत का समन्वय	(v) अन्य विषयों के साथ संस्कृत का समन्वय	
	(vi) त्रुटियाँ व उपचारात्मक कार्य	(vi) त्रुटियाँ व उपचारात्मक कार्य	
	(vii) संस्कृत भाषा की चुनौतियाँ	(vii) संस्कृत भाषा की चुनौतियाँ	
	(viii) स्वनिम विज्ञान व रूप विज्ञान के रूप	(viii) स्वनिम विज्ञान व रूप विज्ञान के रूप	
	में संस्कृत	में संस्कृत	
	(ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन	(ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन	
	इकाई —चतुर्थ — पाठ्यक्रम निर्माण एवं विश्लेषण	इकाई –चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण	
	 पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और 	 पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और 	
	विश्लेषण — (1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों	विश्लेषण – (1) पाट्यचर्या, पाट्यक्रम एवं पाट्यपुस्तकों	
	(1) पाउंधयवा, पाउंधप्रेग २५ पाउंधपुर्साफा का सम्बन्ध	 (1) पाउँपयया, पाउँपप्रमे २५ पाउँयपुर्त्ताका का सम्बन्ध 	
	(2) संस्कृत में दत्त कार्य एवं क्रिया–कलापों	(2) संस्कृत में दत्त कार्य एवं क्रिया–कलापों	
	का विकास।	का विकास ।	
	(3) अधिगम में संस्कृत शिक्षण का महत्त्व	(3) अधिगम में संस्कृत शिक्षण का महत्त्व	
	विश्व परिदृश्य के संदर्भ में।	विश्व परिदृश्य के संदर्भ में।	
	(4) निदात्मक परीक्षण एवं उपचारात्मक	(4) निदात्मक परीक्षण एवं उपचारात्मक	
	शिक्षण—अर्थ, स्वरूप, महत्त्व एवं उपयोग।	शिक्षण—अर्थ, स्वरूप, महत्त्व एवं उपयोग।	
	इकाई —पंचम — संस्कृत शिक्षण में मूल्यांकन	इकाई —पंचम — संस्कृत शिक्षण में मूल्यांकन	
	 संस्कृत शिक्षण में आंकलन – (4) संस्कृत शाक्ष किन्द्रम की प्राप्ति कर 	 संस्कृत शिक्षण में आंकलन – (1) नांचरन आण्ण नियम की प्रपति का 	
	(1) संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन,	(1) संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन,	
	आकलग– सतत् आर समग्र मूल्याकन, स्व–मूल्यांकन, आपसी मूल्यांकन,	आकलग– संतत् आर समग्र मूल्याकन, स्व–मूल्यांकन, आपसी मूल्यांकन,	
	समूह मूल्यांकन, पोर्टफोलियो।	समूह मूल्यांकन, पोर्टफोलियो।	
• •	<u>د)</u> د)		

	(2) प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न) (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (4) प्रश्न–पत्र निर्माण एवं नील–पल	(2) प्रश्नों का स्वरूप—समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य —असत्य वाले, मिलान वाले प्रश्न) (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट (4) प्रश्न—पत्र निर्माण एवं नील—पल	
B.Ed. 403(11)	 Pedagogy fo Social Studies Nature, Scope and Objective Meaning, Nature and Scope and importance of Social Studies Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy Relationship of Social Studies with other subjects. Unit II : Curriculum and Planning Concept and objectives of curriculum Concepts and Principles of Constructing curriculum of Social 	 Pedagogy fo Social Studies Nature, Scope and Objective Meaning, Nature and Scope and importance of Social Studies Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy Relationship of Social Studies with other subjects. Unit II : Curriculum and Planning Concept and objectives of curriculum Concepts and Principles of Constructing curriculum of Social 	
	 Studies Critical Analysis of the existing syllabus 	 Studies Critical Analysis of the existing syllabus 	
	 Unit III : Teaching Planning Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector Social Studies Text Book – Need and Qualities Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. 	 Unit III : Teaching Planning Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector Social Studies Text Book – Need and Qualities Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies. 	
	 Unit IV : Methods and Techniques Social studies teacher – Qualities and role in Global Perspective Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method 	 Unit IV : Methods and Techniques Social studies teacher – Qualities and role in Global Perspective Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method 	

	 Devices and techniques of 	Devices and techniques of	
	teaching social studies, Narration,	teaching social studies, Narration,	
	Description, Illustration,	Description, Illustration,	
	Questioning, Assignment and Field	Questioning, Assignment and Field	
	trip.	trip.	
	• Social Studies room – Need,	• Social Studies room – Need,	
	Importance and Equipment	Importance and Equipment	
	Unit V : EvaluationUtilizing current events and	Unit V : EvaluationUtilizing current events and	
	community Resources in teaching	community Resources in teaching	
	of social studies at secondary level	of social studies at secondary level	
	Critical evaluation of existing	Critical evaluation of existing	
	curriculum of social studies at	curriculum of social studies at	
	secondary stage	secondary stage	
	• Evaluation in Social Studies –	• Evaluation in Social Studies –	
	Modern concept and types of test:	Modern concept and types of test:	
	designing a Blue Print for a	designing a Blue Print for a	
	question paper	question paper	
B.Ed.403(12)	Pedagogy of Biology Unit I : Nature, Scope and Objectives • Nature of science with special	Pedagogy of Biology Unit I : Nature, Scope and Objectives • Nature of science with special	
	reference to Biology.	reference to Biology.	
	Main discoveries and	Main discoveries and	
	development in Biology	development in Biology	
	• Place & values of teaching Biology	• Place & values of teaching Biology	
	at secondary/senior secondary	at secondary/senior secondary	
		at secondary senior secondary	
	level	level	
	levelCorrelation of Chemistry with		
		level	
	Correlation of Chemistry with	levelCorrelation of Chemistry with	
	• Correlation of Chemistry with other subjects	 level Correlation of Chemistry with other subjects 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology 	
	 Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology Curriculum: B.S.C.S., CHEM Study 	 level Correlation of Chemistry with other subjects Objectives of teaching chemistry at secondary / senior secondary level Unit II : Curriculum and Planning Principles of Biology curriculum at secondary / senior secondary level Modern trends in Biology Curriculum: B.S.C.S., CHEM Study 	

	syllabus at secondary / senior		syllabus at secondary / senior
	secondary level prescribed by		secondary level prescribed by
	Board of secondary Education,		Board of secondary Education,
	Rajasthan		Rajasthan
•	Planning – Daily lesson plan, unit	•	Planning – Daily lesson plan, unit
	plan & yearly plan		plan & yearly plan
•	Qualities and responsibilities of	•	Qualities and responsibilities of
	Biology teacher. Teacher's role in		Biology teacher. Teacher's role in
	training students in scientific		training students in scientific
	method and in developing		method and in developing
	creativity and scientific temper		creativity and scientific temper
	among their students.		among their students.
Unit III ·	Methods of Approaches	Unit III	: Methods of Approaches
	Lecture method, Demonstration	•	Lecture method, Demonstration
	method, Lab based method,		method, Lab based method,
	Inductive & deductive method,		Inductive & deductive method,
	problem solving, Heuristic,		problem solving, Heuristic,
	Constructivism, & Project method		Constructivism, & Project method
•	Inquiry approach, programmed	•	Inquiry approach, programmed
	instruction, Group discussion, self		instruction, Group discussion, self
	study, Team teaching, computer		study, Team teaching, computer
	assisted learning, seminars and		assisted learning, seminars and
	workshops		workshops
	Instructional Support System Multi sensory aids: Charts, models,	Unit IV •	: Instructional Support System Multi sensory aids: Charts, models,
	specimen, bulletin – boards,		specimen, bulletin – boards,
	flannel board, Transparencies		flannel board, Transparencies
	slides, projector, OHP, Computer,		slides, projector, OHP, Computer,
	T.V. Radio, etc.		T.V. Radio, etc.
•	Co-Curricular Activities:	•	Co-Curricular Activities:
	Organization of science club		Organization of science club
	science fair trips and use of		science fair trips and use of
	community resources.		community resources.
	Biology Lab: Organization of	•	Biology Lab: Organization of
•			Dieles: Lebensten: Americant
	Biology Laboratory, Arrangement		Biology Laboratory, Arrangement
	Biology Laboratory, Arrangement of Apparatus, Care & Maintenance		of Apparatus, Care & Maintenance
	of Apparatus, Care & Maintenance		of Apparatus, Care & Maintenance

Role of state & National level	Role of state & National level
instructions & Laboratories	instructions & Laboratories
Research Centers in Botany,	Research Centers in Botany,
Zoology & Agriculture.	Zoology & Agriculture.
Characteristics of a good text book	Characteristics of a good text book
and Evaluation of a Text Book	and Evaluation of a Text Book
Unit V : Evaluation in Biology	Unit V : Evaluation in Biology
Evaluation: Concept, Types and	Evaluation: Concept, Types and
purposes	purposes
Type of test items and their	• Type of test items and their
construction	construction
Preparation of Blue Print &	Preparation of Blue Print &
Achievement Test	Achievement Test
Evaluation of Practical work in	Evaluation of Practical work in
Biology	Biology
B.Ed.403(13) Pedagogy of Chemistry	Pedagogy of Chemistry
Unit I : The Nature of Science	Unit I : The Nature of Science
Definition of Science, Scientific Method,	Definition of Science, Scientific Method,
Scientific Literacy with	Scientific Literacy with
suitable examples from	suitable examples from
Chemistry.	Chemistry.
Nature of science with special reference to	Nature of science with special reference to
chemistry	special reference to chemistry
Instructional Objectives,	Instructional Objectives,
General and Specific	General and Specific
Objectives of Teaching	Objectives of Teaching
Chemistry Correlation of Chemistry	Chemistry Correlation of Chemistry
with other subjects	with other subjects
Unit II : Curriculum and Planning	Unit II : Curriculum and Planning
Chemistry curriculum,	Chemistry curriculum,
Place of Chemistry in School Curriculum	Place of Chemistry in School Curriculum
Principles of Curriculum	Principles of Curriculum
Construction. Difference	Construction. Difference
between Curriculum and	between Curriculum and
syllabus	syllabus
Co-curricular activities, factors influencing	Co-curricular activities, factors influencing
factors influencing curriculum of chemistry	factors influencing curriculum of chemistry
Modern trends in	Modern trends in
Chemistry curriculum	Chemistry curriculum
CBA, Chemical education	CBA, Chemical education
material study, Nuffied -O & A level.	material study, Nuffied -O & A level.
A level. Critical appraisal of	
Chemistry syllabus at	Critical appraisal of Chemistry syllabus at

Secondary level prescribed by Board of Secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan Unit III : Methods of Teaching Chemistry Date is teaching lesson planning Methods of Teaching Method, Streaking Chemistry – Lecture method, Demonstration Method, Project Method, Inductive Deductive Method, Scoregarity Model, Qualities of Chemistry teacher: Unit IV : Instructional Support System • Teaching Aids, Inprovised Apparatus, Safety mesures In Lab, • Role of State & National Level Institutions & Laboratories like D3T, NCL, Fertilizer, Pestide & Chemistry Lab: Layout Plans, Equipments, Ite Hindustan Zinc Ltd, • Charastry Labe, Safet Wit V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Wit V : Evaluation of C				
Secondary Education, Rajasthan Planning – Daily lesson plan, unit plan & yearly plan Unit III : Methods of Teaching Method, of Teaching Method, of Teaching Method, of Teaching Method, Project Method, Inductive Deductive method, Denostration Method, Prolem Solving Method, Prolem Solving Method, Co-operative method,		-	Secondary level	
Rajasthan Planning - Daily lesson plan, unit plan & yearly plan Planning - Daily lesson plan, unit plan & yearly plan Unit III : Methods of Teaching Chemistry - Lecture method, Demonstration Method, Problem Solving Method, Scoperative method, Constructivism Method. Methods of Teaching Chemistry - Lecture method, Constructivism Method, Problem Solving Method, Scoperative method, Constructivism Method, Constructivism Method, Problem Solving Model. Unit IV : Instructional Support System Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. Unit IV : Instructional Support System Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. Inter Sense Nessurement, Nut V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Unit V : Evaluation of Chemistry Difference between Messurement, <td< th=""><th></th><th>prescribed by Board of</th><th>prescribed by Board of</th><th></th></td<>		prescribed by Board of	prescribed by Board of	
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Chemistry - LectureChemistry - Lecturemethod, DemonstrationMethod, DemonstrationMethod, DiscussionMethod, OliscussionMethod, Project Method, Inductive DeductiveMethod, Project Method, Inductive DeductiveMethod, Cooperative method,			. . .	
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Method, Project Method, Inductive Deductive Method, Constructivism Method, Constructivism Model, Input Model, Inp				
Method, Project Method, Inductive Deductive Method, Co-operative method, Coostructivism Method. Method, Project Method, Inductive Deductive Method, Co-operative method, Coostructivism Method. • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Teaching Models – Concept Attainment Model, Inquiry Training Model. • Qualities of Chemistry teacher. • Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. • Teaching Aids in chemistry Lab: Layout Plans, Equipments, Furriture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. • Chemistry Lab: Layout Plans, Equipments, Elaboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. • Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemistry Ltb: Layout Plans, Equipments, Elaboratories like DST, NCL, Fertilizer, Pesticide & Chemistry Lob: Layout Plans, Equipments, Elaboratories like DST, NCL, Fertilizer, Pesticide & Chemistry Lob: Layout pliference between Measurement, • Role of State & National Level Institutions & Laboratories like DST, NCL V : Evaluation of Chemistry Difference between Measurement,				
Inductive Deductive Method, Co-operative method, Constructivism Method. Inductive Deductive Method, Co-operative method, Constructivism Method. Image: Teaching Models - Concept Attainment Model, Inquiry Training Model. Image: Teaching Models - Concept Attainment Model, Inquiry Training Model. Image: Teaching Models - Concept Attainment Model, Inquiry Training Model. Image: Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. Imit IV : Instructional Support System Image: Teaching Aids, Improvised Apparatus. Imit IV : Instructional Support System Chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. Imit IV : Instructional Support System Chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. Imit IV : Instructional Support System Chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus. safety measures in Lab. Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and Improvisation of apparatus, safety measures in Lab. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemict Companies like Hindustan Zine ttd. Role of State & National Level Institutions of a Text Book. Unit V : Evaluation of Chemistry Measurement, Unit V : Evaluation of Chemistry Difference between Measurement, Unit V : Evaluation o		_	-	
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Measurement, Measurement,		-	-	
Assessment and Assessment and Assessment and				
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	 Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type Development and Standardization of Achievement Test in Chemistry. 	Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type Development and Standardization of Achievement Test in Chemistry.
B.Ed.403(14)	 Pedagogy of General Science Unit I : Teaching of General Science Meaning, nature, aims and objectives of General Science Importance of General Science in Teaching Correlation – concept, 	Pedagogy of General Science Unit I : Teaching of General Science • Meaning, nature, aims and objectives of General Science • Importance of General Science in Teaching • Correlation – concept,
	importance and types Maxims of teaching in General science Unit II : Planning in General Science Teaching Curriculum – concept, 	importance and types Maxims of teaching in General science Unit II : Planning in General Science Teaching Curriculum – concept,
	 methods of curriculum construction, Difference between curriculum and syllabus Place of General Science in school curriculum 	methods of curriculum construction, Difference between curriculum and syllabus Place of General Science in school curriculum
	 Critical appraisal of General Science syllabus at secondary / senior secondary level Science teacher – Qualities, Competencies 	 Critical appraisal of General Science syllabus at secondary / senior secondary level Science teacher – Qualities, Competencies
	Analysis of text book	Analysis of text book
	Unit III : Methods & Techniques of	Unit III : Methods & Techniques of
	teaching in General Science • Methods – Scientific	teaching in General Science Methods – Scientific
	• Methods – Scientific Method, Demonstration,	• Methods – Scientific Method, Demonstration,
	Laboratory, Heuristic,	Laboratory, Heuristic,
	Project, Co-operative	Project, Co-operative
	Learning, Constructivism,	Learning, Constructivism,
	Inductive – deductive.	Inductive – deductive.
	Techniques: - Team teaching, simulation, Teak	Techniques: - Team teaching simulation Teal
	teaching, simulation, Task	teaching, simulation, Task analysis, Cognitive
	analysis, Cognitive psychology based	psychology based
	technique, Technology	technique, Technology
	based technique.	based technique.
	• Year plan, Unit plan,	• Year plan, Unit plan,
	Lesson plan – General, IT	Lesson plan – General, IT
	based	based

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	Unit IV : Teaching Aids and Models of	Unit IV : Teaching Aids and Models of	
	teaching	teaching	
	Teaching Aids: Non-	Teaching Aids: Non-	
	Projective – chart,	Projective – chart,	
	picture, model, Projective	picture, model, Projective	
	– Film Projector, OHP,	– Film Projector, OHP,	
	LCD, DLP,	LCD, DLP,	
	 Science laboratory, 	 Science laboratory, 	
	Science –club, Science	Science –club, Science	
	Exhibition, Field trip	Exhibition, Field trip	
	Laboratory Equipment	Laboratory Equipment	
	and Material – selection,	and Material – selection,	
	purchase, maintenance	purchase, maintenance	
	and safety measures.	and safety measures.	
	 Models of teaching; 	 Models of teaching; 	
	Concept Attainment	Concept Attainment	
	Model, Inquiry training	Model, Inquiry training	
	model	model	
	Unit V : Pedagogical analysis & Evaluation	Unit V : Pedagogical analysis & Evaluation	
	in General Science	in General Science	
	Concept, Approaches &	Concept, Approaches &	
	importance for	importance for	
	pedagogical analysis.	pedagogical analysis.	
	Core elements and	 Core elements and 	
	values, content cum	values, content cum	
	methodology approach,	methodology approach,	
	IT based approach	IT based approach	
	Importance of evaluation	Importance of evaluation	
	in General Science.	in General Science.	
	Evaluation according to	Evaluation according to	
	areas – cognitive,	areas – cognitive,	
	Psychomotor & Affective,	Psychomotor & Affective,	
	Domain	Domain	
	Use of tools and	Use of tools and	
	technique of evaluation:	technique of evaluation:	
	Achievement test,	Achievement test,	
	Diagnostic test, Remedial	Diagnostic test, Remedial	
	teaching, Online	teaching, Online	
	Evaluation.	Evaluation.	
B.Ed.403(15)	Pedagogy of Physics Unit I : Foundations of Teaching Physics	Pedagogy of Physics Unit I : Foundations of Teaching Physics	
	Nature of Science and	Nature of Science and	
	Physics, Major milestones	Physics, Major milestones	
	in the development of	-	
	physics, contributions of		
	eminent Indian and		
	foreign Physicists: C.V.		
	Raman, Vikram Sarabhai,		
	Homi Jehangir Bhabha,	_	
	Subhramanayan, D.S.	Subhramanayan, D.S.	
	Kothari, Chandrshekhar,	Kothari, Chandrshekhar,	
	Satyender Nath Bose,	Satyender Nath Bose,	
	Newton, Archimedes,	-	
	Alexander Graham Bell,		
	Madam Curie, Albert	-	
1 1	,	Einstein	
	Einstein	EIIISLEIII	
	Einstein Relationship of science 	Relationship of science	

	and society, impact of	and society, impact of	
	physics on modern Indian	physics on modern Indian	
	society with reference to	society with reference to	
	issues related with	issues related with	
	Environment,	Environment,	
	Globalization,	Globalization,	
	Industrialization and	Industrialization and	
	Information Technology.	Information Technology.	
	 Aims and objectives of 	 Aims and objectives of 	
	teaching physics at senior	teaching physics at senior	
	secondary level. F.	secondary level. F.	
	Correlation of physics	Correlation of physics	
	with other school	with other school	
	subjects.	subjects.	
	Unit II : Planning for instruction and role of	Unit II : Planning for instruction and role of	
	Teacher	Teacher	
	Specific Objectives of	 Specific Objectives of 	
	Teaching Physics in	Teaching Physics in	
	Behavioural Terms,	Behavioural Terms,	
	Content Analysis and	Content Analysis and	
	Concept mapping.	Concept mapping.	
	Developing Yearly Plan,	Developing Yearly Plan,	
	Unit Plan and Daily	Unit Plan and Daily	
	Lesson Plans.	Lesson Plans.	
	Teacher's role in training	 Teacher's role in training 	
	students in scientific	students in scientific	
	method, developing	method, developing	
	scientific attitude, critical	scientific attitude, critical	
	thinking and creativity.	thinking and creativity.	
	Qualities, responsibilities	Qualities, responsibilities	
	and professional ethics of	and professional ethics of	
	physics teacher.	physics teacher.	
	Criteria for selection of	Criteria for selection of	
	physics text book, critical	physics text book, critical	
	appraisal of Physics Text	appraisal of Physics Text	
	Book.	Book.	
	Unit III : Approaches and Methods of	Unit III : Approaches and Methods of	
	Teaching Physics	Teaching Physics	
	Concept approach –	 Concept approach – 	
	process approach –	process approach –	
	teaching science as a	teaching science as a	
	process.	process.	
	• Scientific method,	• Scientific method,	
	problem solving method	problem solving method	
	Cooperative learning	Cooperative learning	
	approach	approach	
	Activity based approach	Activity based approach	
	investigatory approach	investigatory approach	
	• Project method,	• Project method,	
	laboratory method	laboratory method	
	Demonstration – cum-	Demonstration – cum-	
	discussion method	discussion method	
	Constructivist approach	Constructivist approach	
	Unit IV : Instructional support system	Unit IV : Instructional support system	
	Multi sensory aids:	Multi sensory aids:	
	Significance and	Significance and	
	Psychological Principles	Psychological Principles	
· · ·	· · · · ·	· · - ·	

	 of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. Use of Community resources in teaching of physics Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work Selecting and guiding Projects in physics Planning and organization of science clubs, science fairs and field trips Unit V : Physics curriculum and Evaluation of Physics Principles of developing curriculum of Physics Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. Diagnostic testing and remedial teaching in physics. Evaluation of Practical work. 	of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus. Use of Community resources in teaching of physics Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work Selecting and guiding Projects in physics Planning and organization of science clubs, science fairs and field trips Unit V : Physics curriculum and Evaluation of Physics Learning Principles of developing curriculum of Physics Earning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis. Diagnostic testing and remedial teaching in physics. Evaluation of Practical work.
B.Ed.403(16)	Pedagogy of Book Keeping	Pedagogy of Book Keeping
	 Unit I : Nature, Scope and Objective Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. Importance of Book- Keeping and Accountancy in School Curriculum. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to 	 Unit I : Nature, Scope and Objective Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life. Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level. Importance of Book- Keeping and Accountancy in School Curriculum. Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to

Book-Keeping and Book-Keeping and Accountancy. Accountancy. Accountancy. Unit II : Teaching Planning and Royal of Unit II : Teaching Planning and Royal of	
TeacherTeacher• Planning for teaching and role of teacher• Planning for teaching and role of teacher• Micro Teaching• Yearly Plan, Unit Plan and Daily Lesson Plan• Teacher role and attitude• Maxims and principles of classroom teaching• Teaching Aids• Teaching AidsUnit III : Techniques and Methods• Teaching approaches of Book-Keeping and Accountancy• Journal Approach j. Leader Approach k. Cash Book Approach l. Equation Approach l. Equation Approach with special reference to modern methods.Various Methods• Teaching Project, Problem solving, Lecture-cum- demonstration and discussion methods.	
Techniques and devices to teachTechniques and devices to teachBook-Keeping and Accountancy.Book-Keeping and Accountancy.	
Unit IV : Text Book and Approches of Framing SyllabusUnit IV : Text Book and Approches of Framing Syllabus	
 Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals. Qualities of good teacher Unit V : Evaluation of Students performance Achievement Test Diagnostic Test Blue Print 	
B.Ed.403(17) Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce Introduction to Commerce: Pedagogy of Commerce Practice Unit I : Conceptual Background of Commerce Introduction to Commerce:	
Meaning, Definitions, Scope and Meaning, Definitions, Scope and	

	Nature of Commerce as a	Nature of Commerce as a	
	discipline, significance of	discipline, significance of	
	Commerce in the global scenario,	Commerce in the global scenario,	
	Modern trends in commerce :	Modern trends in commerce :	
	Banking Insurance, Trade-	Banking Insurance, Trade-	
	correlation of commerce with	correlation of commerce with	
	other subjects: Economics,	other subjects: Economics,	
	Geography, accounting,	Geography, accounting,	
	Mathematics, Statistics,	Mathematics, Statistics,	
	International relations, Business	International relations, Business	
	Management, Information system.	Management, Information system.	
	Nature and significance of	 Nature and significance of 	
	Commerce Education: Meaning,	Commerce Education: Meaning,	
	Definition, Goals, Aims and	Definition, Goals, Aims and	
	Objectives of studying Commerce	Objectives of studying Commerce	
	Education – History of Commerce	Education – History of Commerce	
	Education – Development of	Education – Development of	
	Commerce Education in India –	Commerce Education in India –	
	Need and importance of learning	Need and importance of learning	
	commerce at Higher Secondary	commerce at Higher Secondary	
	level – Formulation of objectives	level – Formulation of objectives	
	in commerce at National and State	in commerce at National and State	
	level (NCF), Importance of	level (NCF), Importance of	
	Commerce in daily life.	Commerce in daily life.	
	Unit II : Curriculum Developments in	Unit II : Curriculum Developments in	
	Commerce • Curriculum Development –	Commerce • Curriculum Development –	
	General principles- psychological,	General principles- psychological,	
	sociological, philosophical, needs	sociological, philosophical, needs	
	and interests of the learner,	and interests of the learner,	
	nature of subject matter and	nature of subject matter and	
	philosophy of nation.	philosophy of nation.	
	Modern trends in curriculum	 Modern trends in curriculum 	
	construction – Objective based,	construction – Objective based,	
	Child centered, and activity based,	Child centered, and activity based,	
	correlated, overcoming individual	correlated, overcoming individual	
	difference, fulfilling the	difference, fulfilling the	

requirements of higher education,

flexible and feasible.

requirements of higher education, flexible and feasible.

• Different approaches to	• Different approaches to
curriculum organization – Spiral,	curriculum organization – Spiral,
topical and concentric approach.	topical and concentric approach.
Unit III : Training in Teaching skills • Micro Teaching Practice in	Unit III : Training in Teaching skills • Micro Teaching Practice in
Teaching skills	Teaching skills
Meaning, importance and purpose	Meaning, importance and purpose
of planning – Year plan, unit plan	of planning – Year plan, unit plan
and lesson plan	and lesson plan
• Teacher – Essential qualities,	• Teacher – Essential qualities,
duties and responsibilities.	duties and responsibilities.
 Professional growth – Ways and 	 Professional growth – Ways and
means of developing professional	means of developing professional
competency in service training –	competency in service training –
Role of NCERT	Role of NCERT
Unit IV : Instructional Support or Resources for Commerce Teaching	Unit IV : Instructional Support or Resources for Commerce Teaching
Resource materials in teaching	Resource materials in teaching
commerce – syllabus, Textbooks –	commerce – syllabus, Textbooks –
Criteria of selection, Resource	Criteria of selection, Resource
unit, Source Book, Teachers	unit, Source Book, Teachers
handbook, Reference books,	handbook, Reference books,
Journals, Magazines, periodicals,	Journals, Magazines, periodicals,
Supplementary readers, Learning	Supplementary readers, Learning
aids: Audio visual aids (OHP),	aids: Audio visual aids (OHP),
Computer, LCD Projector), CD,	Computer, LCD Projector), CD,
ROM, Interactive White Board.	ROM, Interactive White Board.
• Commerce Library – Need &	 Commerce Library – Need &
Importance	Importance
Organization of field trips and	 Organization of field trips and
study tours – their importance	study tours – their importance
• Commerce club – need &	• Commerce club – need &
significance	significance
Community Resources and its	Community Resources and its
utilization	utilization
Unit V : Evaluation in Commerce • Evaluation – Criteria for evaluating	 Unit V : Evaluation in Commerce Evaluation – Criteria for evaluating
Teaching Manuals, Criteria for	Teaching Manuals, Criteria for
evaluating Teaching Competence.	evaluating Teaching Competence.

	 Objective based Evaluation, 	 Objective based Evaluation, 	
		-	
	competency based evaluation	competency based evaluation	
	Construction of achievement test	• Construction of achievement test	
	 design, blue print, writing of test 	 design, blue print, writing of test 	
	items.	items.	
	• Different types of test items -	• Different types of test items -	
	merits and demerits	merits and demerits	
	Continuous and comprehensive	• Continuous and comprehensive	
	evaluation – grading system	evaluation – grading system	
B.Ed402	(EPC-4) Understanding the self Unit I : Exploring the self (potential of self, fears, aspirations)	(EPC-4) Understanding the self Unit I : Exploring the self (potential of self, fears, aspirations)	
	 Exploring the self (potential of self, fears, aspirations) Self identity Teacher as a reflective practitioner 	 Exploring the self (potential of self, fears, aspirations) Self identity Teacher as a reflective practitioner 	
	 Unit II : The Evolving Self Developing the self (building self esteem, self image) Harmony and peace with self (Resilience, mindfulness) Unit III : Management of Emotions Positivity and management of emotions Tactics and techniques of self understanding 	 Unit II: The Evolving Self Developing the self (building self esteem, self image) Harmony and peace with self (Resilience, mindfulness) Unit III: Management of Emotions Positivity and management of emotions Tactics and techniques of self understanding 	
	Unit IV : The Emerging Self	Unit IV : The Emerging Self	
	 Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion 	 Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion 	
	Unit V : School and Media	Unit V : School and Media	
	 Disability (any three of the indicated may be chosen) Agencies that shape the self: Family, School and Media 	 Disability (any three of the indicated may be chosen) Agencies that shape the self: Eamily, School and Madia 	
	 Challenging Stereotypes 	Family, School and MediaChallenging Stereotypes	