

Maharaja Surajmal Brij University

Bharatpur (Rajasthan)

Faculty of Education

Syllabus

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

Academic Session 2025-27

डॉ. अरूण कुमार पाण्डेय
उपकुलसचिव
प्रभारी अकादमिक प्रथम

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NOTICE

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

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Ordinance and Regulations related to the B.Ed. Examination

(According by University of Rajasthan Jaipur)

0.320: Objectives and Learning Outcomes for Theory Course prescribed for the B.Ed. Two Year (Four Semester) Course-

Objectives:

1. To enable future teachers to develop the competence to teach their specialized subjects, grounded in an adequate theory of learning and strong subject knowledge.
2. To cultivate the interest, attitudes, and knowledge necessary for prospective teachers to:
    a. Foster the holistic growth and development of children in their care.
    b. Provide personalized guidance to each student.
3. To deepen understanding of the aims and objectives of education within the Indian context and to instill awareness of the school and teacher's role in achieving these goals.
4. To foster an understanding of the interconnectedness between society and school, and between life and school work.
5. To promote a sense of professional identity and responsibility among aspiring teachers.

Learning Outcomes:

1. Competence to effectively teach two school subjects at the secondary level.
2. Ability to translate secondary education objectives into specific programs and activities aligned with the curriculum.
3. Skills to understand children's needs, motivations, growth patterns, and learning processes to stimulate creative thinking and foster holistic development.
4. Proficiency in designing assessment tools to measure learning outcomes.
5. Capacity to systematically address classroom challenges faced by secondary school students.
6. Ability to implement educational policies within the secondary school context.
7. Competence in selecting appropriate strategies to achieve professional goals.
8. Ability to assess student progress and evaluate the effectiveness of teaching through appropriate evaluation techniques.
9. Skills in diagnosing student progress and evaluating teaching effectiveness through reliable assessment methods.

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10. Readiness to identify talented and gifted students and the capacity to meet their unique learning needs.
11. Ability to organize various school programs and activities for students.
12. Development of a guidance-oriented approach to addressing students' educational, personal, and vocational needs.
13. Ability to assess the comprehensive development of students and maintain a cumulative record.
14. Development of practical skills, including:
    a. Effective blackboard work
    b. Preparation of improvised teaching aids
    c. Development of Teaching and Learning Materials (TLM), including the use of ICT
15. Interest and competence in advancing the teaching profession and educational practices.
16. Readiness to actively participate in professional organization activities.

O. 321 Objectives of Practical Work for the Two-Year (Four Semester) B.Ed. Course-

The practical component of the B.Ed. course aims to develop the abilities and confidence of pupil-teachers in the following areas:

1. Cultivate a strong sense of values to be instilled in children, using all available means, including one's own personal example.
2. Foster a high sense of professional responsibility.
3. Enhance resourcefulness to make optimal use of available situations.
4. Value and respect each child's individuality, treating each as an independent and integrated personality.
5. Inspire curiosity and interest in students and actively engage them in the learning process.
6. Promote independent thinking and working among students, guiding them toward self-reliance.
7. Effectively organize and manage the classroom for an optimal teaching-learning environment.
8. Appreciate and adapt to the dynamic nature of classroom situations and teaching techniques.
9. Define specific lesson objectives and plan methods to achieve them.
10. Organize subject matter according to the needs, interests, and abilities of students.

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11. Apply appropriate teaching methods and techniques.
12. Prepare and use suitable Teaching and Learning Materials (TLM), use the blackboard, and utilize other teaching aids effectively.
13. Communicate ideas clearly, concisely, and logically to enhance student understanding and learning outcomes.
14. Conduct action research to address practical educational challenges.
15. Provide enrichment opportunities for gifted students and adequate support for students needing extra assistance.
16. Integrate subject knowledge with other disciplines and real-life situations wherever possible.
17. Evaluate students' progress in school subjects effectively.
18. Plan, organize, and participate in co-curricular activities.
19. Collaborate with school teachers and administrators, and learn to maintain essential school records and registers.

Practical Skills for Teaching the Two School Subjects in Theory Papers BED 12 (A/B):

1. Observing lessons delivered by experienced teachers and college staff.
2. Planning units and individual lessons.
3. Discussing lesson plans, unit plans, and delivered lessons (including critique sessions).
4. Organizing and participating in co-curricular activities.
5. Setting follow-up assignments to reinforce learning.
6. Conducting evaluations aligned with educational objectives, including the use of teacher-made tests and administering standardized tests.
7. Effective use of the blackboard.
8. Engaging in practical work related to school subjects.
9. Preparing and using audiovisual aids relevant to teaching methods.
10. Conducting experimental and laboratory work in subjects with practical components, such as science, home science, and geography.
11. Organizing school-based activities and projects.
12. Observing and assisting in health education programs.
13. Observing and assisting in guidance and counseling programs.
14. Maintaining cumulative records of student progress.
15. Developing techniques for teaching large classes effectively.

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O. 322 A: Entry / Exit-

The B.Ed. program is structured as a single-entry, two-year (four semester) course in compliance with NEP 2020. Early exit options are not available, as this program requires full completion of all semesters for awarding the degree.

O. 322 B: Eligibility Rules and Norms-

Candidates with at least 50% marks in a Bachelor's or Master's degree in Science / Social Science / Humanities / Commerce, or a Bachelor of Engineering/Technology with a specialization in Physics and Mathematics (50% marks), obtained from any UGC-recognized university, are eligible for admission to the two-year (four-semester) B.Ed. degree program. Relaxation for PH and other reserved categories will be provided as per state government guidelines.

Admission rules for the B.Ed. Two Year (Four Semenster) program will adhere to the norms set by the NCTE and the Government of Rajasthan. Seat reservations for SC/ST/OBC/SBC/EWS/Defense Personnel / Specially-abled and other categories will follow Rajasthan Government and University regulations.

Admission shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University time to time.

O. 322 C: Course Duration-

The B.Ed. program duration is two academic years, consisting of four semesters, and must be completed within a maximum of three years from the date of admission.

Each academic year will have at least 200 working days (100 Days per Semester), excluding admission and examination periods. The institution will operate on a six-day week, with a minimum of 36 hours per week. Physical presence of all teachers and student-teachers in the institution is mandatory to ensure their availability for guidance, consultation, and dialogue as needed.

O. 322 D: Teaching Subjects-

Any candidate enrolled in the B.Ed. Two-Year (Four-Semester) program with two teaching subjects, as specified in Note (i) below, and who has completed the course of study in a constituent or affiliated college, is eligible to appear for the Bachelor of Education (B.Ed.)

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examination. The candidate must have delivered 40 lessons (20 lessond in II semester and 20 Lessons in III semester) including minimum of 20 supervised lessons—10 lessons in one teaching subject in Semester II and 10 in the other teaching subject in Semester III—in a recognized school.

Provided that

Notes:-

i. A candidate may choose any two teaching subjects that they have studied for at least one year at either the UG or PG level, whether as a compulsory, optional, honor, or subsidiary subject, and for which they have taken a university examination.

ii. Only candidates who have completed their Bachelor's Degree with any two subjects from History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy, or Psychology will be allowed to offer Social Studies for the B.Ed. examination.

iii. Candidates holding a Bachelor's Degree in Agriculture may offer General Science and Biology for the B.Ed. examination. General Science may also be offered by candidates with a B.Sc. in Home Science or those who have passed the B.Sc. examination with Chemistry and one subject from Life Science, such as Biology, Botany, or Zoology.

iv. Candidates who have studied Political Science or Public Administration at the Bachelor's / Shasstri or Master's level shall be eligible to offer Civics as a teaching subject in the B.Ed. examination..

v. A student teacher in the B.Ed. Two Year (Four Semester) course should have no difficulty in offering their teaching subjects according to the subjects studied in their Bachelor's / Shastri / Master's / Acharya Degree examination. A student teacher may select any two Pedagogy Subjects without regard to faculty considerations, as outlined in Regulation-42 of the B.Ed. Two Year (Four Semester) syllabus of the MSBU Bharatpur

0.323: Attendance Norms-

No candidate shall be permitted to appear in the B.Ed. examinations for Semester I, Semester II, Semester III, and Semester IV unless they have attended at least 80% of all coursework and practicum, and 90% of the school internship (As Applicable). Candidates who do not meet the

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attendance requirements will not be permitted to appear in the university's final examinations. Candidates who are absent from college for 15 or more days without justification will be required to seek re-admission.

0.324: The two-year B.Ed. program, spanning four semesters, will be divided into two parts:

Part I: Semesters I and II

Part II: Semesters III and IV

The curriculum will comprise theory papers, practicum, and practical teaching experiences, organized as per the examination and assessment scheme laid down in accordance with NEP-2020 guidelines.

0.325 A: Promotion to the Next Semester-

The promotion of a candidate will be based on the following-

Semester	CA	EoSE	Remark
I	Clear all	Clear all	**Promoted to Semester II**
II	Clear All	Clear all	**Promoted to Semester III**
II	Clear All	Clear More Than 50 % (I and II semester)	**Back Promoted** (The candidate will have to clear I semester back with next immediate odd semester and II semester in Immidiate next even semester)
II	Clear All	Clear Less Than 50 % (I and II semester)	**Not Promoted** (The candidate will have to clear all remaining exams of I semester with I semester and all remaining exams of second semester with II semester exam as a regular student)
III	Clear all	Clear all	**Promoted to Semester IV**
IV	Clear All	Clear all	**Qualified**
IV	Clear All	Clear More	**Not Qualified**

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		Than 50 % (I and II semester)	(The candidate will have to clear III semester back with next immediate odd semester and IVsemester in Immidiate next even semester) Provided that if the candidate has taken a chance to reappear in end of semester exam of semester II due to BACK PROMOTED, He/She ahall not be allowed any further chance after semester IV as the maximum course duration is three years.
II	Clear All	Clear Less Than 50 % (I and II semester)	**Not Qualified** (The candidate will have to clear all remaining exams of I semester with III semester and all remaining exams of second semester with IV semester exam as a regular student) Provided that if the candidate has taken a chance to reappear in end of semester exam of semester II due to BACK PROMOTED, He/She ahall not be allowed any further chance after semester IV as the maximum course duration is three years.

Candidates who clear internal assessments but either fail or do not appear in odd semester-end examinations (Semesters I or III) may be promoted to the following even semester (Semester II or IV).

Candidates, who have not cleared atleast 50% credits in I and II semester exam (combined), will not be promoted to the next semester (Semester-III).

0.325 B: Year End Credit Requirement-

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

Clearance of Odd and Even Semester Credits:

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

Combined Credit Clearance for Promotion:

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

Clearing Backlogs in Subsequent Semesters:

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

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

Maximum Attempts:

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

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

Flexibility for Reappearances:

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

Attandence Requirements:

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

O.326: Provision for Aggregate Marks and Reappearance :

Reappearance for Theory Papers:

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

Reappearance for Practice of Teaching Examination :

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

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

Regulation 42:-

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

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

Semester I: Core Course, Skill Enhancement Course.

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

Semester III: Internship (16 weeks)

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

Semester-wise Breakdown of Papers and Marks Distribution:

Semester I

1. **Theory Papers-**

   Paper BED 01, BED 02, BED 03, BED 05

   Duration: 3 hours

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

   Practicum

   Paper BED ICT 06 (SEC)

   Duration: 2 hours (50 Marks for theory exam)

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

   Paper BED 04, BED 07

   Duration: 2 hours

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

Semester II

1. **Theory Papers (CC)**

   Paper BED 10, BED 12(A/B)

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Duration: 3 hours

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

Paper BED 8, BED 9, BED 11

Duration: 2 hours

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

2. **Practicum-**

Paper BED 13 A (SEC):

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

Paper BED 14 A (Internship):

Marks: 150 for Internship

Paper BED 15 A: Practice of Teaching

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

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

Semester III

1. **Practicum**

Paper BED 14 B (Internship):

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

Semester IV

1. **Theory Papers (CC/CE)**

Paper BED 16, BED 17, BED 12 (A/B)

Duration: 3 hours

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

Theory Papers (SEC)

Paper BED 18, BED 19

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Duration: 2 hours

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

2. **Practicum**

Paper BED 13 B (SEC):

Marks : 100 (25 each for Micro teaching, Simulation, Teaching method based Lession and observation.

Paper BED 15 B Practice of Teaching:

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

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

3 Special Practicum (Paper BED 20)

Marks: 100

1. Activities: SUPW/Open Air Session, Community Service
2. Survey (Based on Social and Educational Events)
3. Co-Curricular Activities
4. Health and Social Awareness Programme (Disaster Management and Cleanliness)
5. Studies (Work Experience related with theory course and Litrerary Ativities such as Seminars, Workshops, Symposiums Etc. (any four – 25 marks each). This paper will be entirely internally assessed, with a minimum of 40% passing marks.

Note: Institutions must allocate a minimum of 1 week for the activities.

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Scheme of B.Ed Two Years (Four Semesters)

PROGRMME OUTLINES

I Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 01	Child development and Growing Up	CC	4	4	0	100	0	80	20	**100**
BED 02	Contemporary India and education	CC	4	4	0	100	0	80	20	**100**
BED 03	Health, Physical Education & Yoga	CC	4	4	4	100	0	80	20	**100**
BED 04	Language Across the Curriculum	CC	2	2	0	50	0	40	10	**50**
BED 05	(Any one) – 1.Environmental Education 2. Peace Education 3.Guidance & Counseling	CE	4	4	0	100	0	80	20	**100**
BED 06	Critical understanding of ICT	SEC	4	2	4	50	50	Th-50 Pr-50	00	**100**
BED 07	Drama and arts in Education	SEC	2	2	0	50	0	40	10	**50**
			24	**22**	**08**	**550**	**50**	**500**	**100**	**600**

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II Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 08	Indian Knowledge and traditional system	VAC	2	2	0	50	0	40	10	50
BED 09	Gender school and society	CC	2	2	0	50	0	40	10	50
BED 10	Knowledge and Curriculum	CC	4	4	0	100	0	80	20	100
BED 11	Understanding Disciplines and Subjects	CC	2	2	0	50	0	40	10	50
BED 12 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing and painting	CE	4	4	0	100	0	80	20	100

II Semester

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II Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 13A	- **SEC** - Micro Teaching - Simulation - Methods Based Lesson Plans (5) - Observation	SEC	(04) 1 1 1 1	(00) 0 0 0 0	(8) 2 2 2 2	(00) 0 0 0 0	(100) 25 25 25 25	(00) 0 0 0 0	(100) 25 25 25 25	**100**
BED 14 A	**Internship- (In School- 4 Weeks)**	Internship	6	0	12	0	150	0	150	**150**
BED 15 A	Practice of Teaching	CC	4	0	0	00	100	50 (Final Lesson)	50 (Criticism Lesson)	**100**
			28	14	20	350	350	330	370	**700**

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III Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 14 B	**Internship (In Schools- 16 weeks)-**	Internship								**500**
	(a) DLP		6	0	12	0	150	0	150	
	(b) Use of Local Resource in Teaching and Learning		2	0	4	0	50	0	50	
	(c) Development of TLM (5 TLM including at least 2 Audio visual Aids)		2	0	4	0	50	0	50	
	(d) Action Research/ Case study		1	0	2	0	25	0	25	
	(e) Reflective dairy		1	0	2	0	25	0	25	
	(f) Block Teaching school Register and Record Maintain		8	0	16	0	200	0	200	
			20	**00**	**40**	**00**	**500**	**00**	**500**	**500**

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IV Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 16	Learning and Teaching	CC	4	4	0	100	0	80	20	100
BED 17	Assessment for learning	CC	4	4	0	100	0	80	20	100
BED 18	Creating and inclusive school	CC	2	2	0	50	0	40	10	50
BED 19	Reading & Reflecting on text	CC	2	2	0	50	0	40	10	50
BED 12 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing and painting	CE	4	4	0	100	0	80	20	100

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IV Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 13 B	- **SEC** - Micro Teaching - Simulation - Methods Based Lesson Plans (5) - Observation	SEC	(04) 1 1 1 1	(00) 0 0 0 0	(8) 2 2 2 2	(00) 0 0 0 0	(100) 25 25 25 25	(00) 0 0 0 0	(100) 25 25 25 25	**100**
BED 15 B	Practice of Teaching	CC	4	0	0	0	100	50 (Final Lesson)	50 (Criticism Lesson)	**100**
BED 20	SUPW/Open air Camp- 6. Community Service 7. Survey (Based on Social and Educational Events) 8. Co-Curricular Activities 9. Health and Social Awareness Programme (Disaster Management and Cleanliness) 10. Studies (Work Experience related with theory course and Litrerary Ativities such as Seminars, Workshops, Symposiums Etc.	VAC	4	0	8	0	100	0	100	**100**
			28	16	16	400	300	370	330	**700**

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MSBU,Bharatpur Raj

डॉ. अरुण कुमार पाण्डेय
उपकुलसचिव
प्रभारी अकादमिक प्रथम

ACRONYMS

* CC- Core Courseion
* CE- Core Elective
* EoSE- End of Semester Exam
* SEC- Skill Enhancement Course
* VAC- Value Added Course

CGPA-

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

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

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

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

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

Credit Weightage

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The B.Ed. programme has 100 credits in total. The distribution of credits or weightage credits may be follows.

Distribution of Credit for semester is as Follows:				
Semester	**I**	**II**	**III**	**IV**
Credits	24 18- CC/CE 6 SEC	28 16- CC/CE 4- SEC 2 VAC 6 Internship	20 20 – Internship	28 20- CC/CE 4 – SEC 4 VAC

Credit and Teaching Hours-

1 Credit = 1 hour of Teaching per week

1 Credit = 2 hour of Practicum/Fieldwork

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

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

Credits and Marks –

1 Credit = 25 Marks

Grading

Letter Grade	Grade Point	Marks Range (%)
"O" Outstanding	10	91-100
"A+" Excellent	9	80-90
"A" Very Good	8	71-80

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"B+" Good	7	61-70
"B" Above Average	6	51-60%
"C" Average	5	41-50
"P" Pass	4	When Students take Audit Courses, the will be given a Pass (P) or Fail (F) grade without any credits.
"F" Fail	0	
"AB" Absent	0	

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

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

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

Where C_i is the number of credits of the i^{th} course and G_i is the grade points scored by the students in the i^{th} course.

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

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

Where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in the semester

Question Papers

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 5 marks. Section- B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 40 marks will have two sections. Section A will contain 15 short answer type questions, out of which the candidate will be required to attempt 10 questions Each carrying 2 marks. Section-B will contain 2 essay type questions with an internal choice for each question. Essay type questions will carry 10 marks.
3. The syllabus of content part in papers 12 A/B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.

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4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus ie the question set on this part will be based on application of pedagogy

5. BED 06 Paper of 50 marks will have consists of 50 MCQs all questions are compulsory carrying 1 marks.

INTERNAL ASSESSMENT SCHEME

1. 20 marks for each paper of 100 marks (10 marks for assignment + 10 marks for test)
2. 10 marks for each paper of 50 marks (5 marks for assignment + 5 marks for test)
3. Micro Teaching 5 skill (Each skill of 5 marks) - 25 Marks per concerning semester.
4. Simulation- 25 marks per concerning semester
5. Teaching Methods 5 methods (Each method of 5 marks) - 25 Marks per concerning semester
6. Internship in Teaching Subject (minimum 10 DLPs must be Supervised). 150 marks per year
7. Practice of Teaching Internal Exam (Criticism Lesson Plan) (1 Lesson) - 50 marks per year
8. Use of local Resources in Teaching learning- 50 marks in III Semester
9. Development of TLM - 50 marks in III Semester
10. Action Research/ case study- 25 marks in III Semester
11. Reflective diary - 25 marks in III Semester
12. Block Teaching School register and record maintain- 200 marks in III Semester

EXTERNAL ASSESSMENT SCHEME

- 80 marks for each paper of 100 marks
- 40 marks for each paper of 50 marks
- Practice Teaching-50 marks per year
- BED 06 - 100 marks (50 Marks Theory, 50 Marks Practical)- Semester I

V. Organizing evaluation of practice teaching:

1. The internal assessment in practice of teaching (Criticism) will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.

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2. At B.Ed Sem- II, each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed Sem- IV exam candidate should be prepared to teach two lessons (one in each teaching subject).

3. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson in each semester (II and IV) and a minimum of 15% in two lessons in Semester-IV (one in each of the two subjects)

4. The board of Examination will consist of:

(a) The principal of the college concerned

(b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to MSBU Bharatpur.

(c) The board as far as possible will represent Social science, language and science,

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

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

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COURSE OF STUDY

BED 01: Child Development and Growing Up

100 Marks

Objectives

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

1. Comprehend the basic concepts, principles, and scope of psychology and its relevance to child development and education.

2. Understand the stages of child development (physical, cognitive, and socio-emotional) and the factors that influence each stage.

3Analyze key developmental theories, including those by Piaget, Vygotsky, Freud, and Erikson, and apply these insights to classroom teaching practices.

4. Evaluate the role of family, school, and cultural environments in shaping a child's growth and development.

5. Explore learning theories and motivational techniques for enhancing student engagement and fostering a positive learning environment.

6. Identify individual differences among students, including those with special educational needs, and adapt teaching methods to support diverse learners.

Course Content

Unit I: Foundations of Psychology in Education

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

Unit III: Educational Implications of Learning Theories

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- **Learning Theories and Motivation:**
  - **Behavioral theories**:Thorndike, Pavlov, Skinner
  - **Cognitive theories:** Gestalt, Gagne
  - **Social learning theory:** Bandura
- **Motivation in Learning:** Maslow's hierarchy of needs, implications for teaching.
- **Learning Environment:** Creating positive classroom dynamics and handling misbehavior constructively.

Unit IV: Psychological Attributes and Individual Differences

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

Internal Test: 10 Marks

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

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

Suggested Readings

1. Aggarwal, J. C., & Kumar, S. (2024). *Essentials Of Educational Psychology* (III ed.). Noida, Uttar Pradesh, India: Vikas Publishing House.

2. Bigge, M. L. (1982). *Learning Theories for Teachers.* Manhattan, New York, United States: Harper & Row.

3. Boyd, D., & Bee, H. L. (2013). *The Developing Child.* London, United Kingdom: Pearson Education Limited.

4. Piaget, J. (1970). *Science of Education and the Psychology of the Child.* New York: Orion Press.

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5. Vygotsky, L. S., Cole, M., Jolm-Steiner, V., Scribner, S., & Souberman, E. (1978). *Mind inSociety: Development of Higher Psychological Processes.* Harvard: Harvard University Press. Retrieved from https://doi.org/10.2307/j.ctvjf9vz4

6. Woolfolk, A. (2016). *Educational Psychology.* Essex, England: Pearson Education Limited.

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B.Ed.02 Contemporary India And Education.

Marks 100

Objectives

- To understand the concept, meaning, and aims of education in the group f context of contemporary India.
- To develop awareness of social realities in Indian society and their implications for education.
- To understand the role of education in social change and social transformation.
- To study the contributions of significant Indian and Western educational thinkers, including Maharaja Surajmal, Gandhi, Tagore, Aurobindo, and J. Krishnamurti. To learn about the constitutional and policy framework for education in India.
- To analyze contemporary issues and challenges in Indian education.
- To acquaint with the impact of educational commissions, policies, and contemporary reforms.

Unit 1:

Concept and Aims of Education:-

- Meaning and definitions of education (formal, non-formal, informal).Various levels of education: pre-primary, primary, secondary, higher secondary with their objectives. Aims of education in contemporary Indian society. Determinants of educational aims.

Unit 2:

Social Realities of Indian Society and Education*

- Rich cultural heritage and social diversity: caste, religion, language, and region.Issues of inequality and marginalization affecting SC, ST, OBC, women, minorities, and persons with disabilities.
- Impact of social stratification on education and vice versa.
- Role of education in preservation, transmission, and promotion of culture.

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Unit 3:

Educational Thinkers and Policy Framework*

- Contributions of Indian educational thinkers:
- Maharaja Surajmal, Gandhi, Tagore, Aurobindo, J. Krishnamurti, Pandit Deen Dayal Upadhyay.
- Contributions of Western educational thinkers:
- Dewey, Rousseau, Montessori.
- Overview of important educational commissions and policies in pre- and post-independence India:
- Macaulay's Minutes, Wood's Despatch, Basic Education, Kothari Commission, NPE (1986, 1992, 2020), Right to Education Act. National Curriculum Framework and its implications.

Unit 4:

Contemporary Issues and Trends in Indian Education Universalization, retention, quality, and access to education.

- Vocational education and inclusive education.
- Modern challenges including globalization, privatization, ICT integration, and digitalization.
- Social justice and equity in education.
- Functioning of educational bodies such as UGC, NCTE, NCERT.
- Emerging educational practices like community schools and distance education.

- **Assessment:**
- **written Test: 10 Marks**
- **Assignments/Projects (Choose one): 10 Marks**

References

- NCERT, Contemporary India and Education,
- S.K. Trigunayat- Rajasthan Heritage Authority, Jaipur 2008
- B.Ed Textbook. National Council for Teacher Education (NCTE) Curriculum Framework. University syllabi from Rajasthan University, BDU, DU.Reports of educational commissions and policies.Historical and biographical sources on Maharaja Surajmal's educational contributions.

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B.Ed.03: Health, Physical Education and Yoga

Marks: 100

Objectives

- To understand the importance of health, physical education and yoga.
- To explain the concept of holistic development.
- To develop life skills for physical, mental, and social health.
- To integrate yoga and physical activities in school education.
- To inculcate discipline, self-control, team spirit, and moral values among students.

Unit I: Concept of Health and Physical Education

- Health: Definition, Dimensions (Physical, Mental, Social, Spiritual)
- Definition, importance and objectives of Physical Education
- Health education and lifestyle (Healthy lifestyle, balanced diet, rest & recreation)
- Position of health and fitness in NEP 2020

Unit II: Physical Fitness and Wellness

- Physical fitness: Concept, Components (strength, flexibility, endurance, speed, agility)
- Wellness: Dimensions – Physical, Emotional, Intellectual, Social, Environmental
- Lifestyle diseases and their prevention
- Importance of games and exercise (School health programmes)

Unit III: Yoga and Holistic Development

- Meaning and definition of Yoga (Patanjali's concept)
- Aspects of Yoga (Yama, Niyama, Asana, Pranayama, Dhyana)
- Yoga and mental health
- Stress management and mindfulness practices
- Role of yoga at school level

Unit IV: Health, Sports and Education

- School health services (health check-up, health record, first aid)
- Educational importance of games and physical activities
- Motor development and coordination
- Adventure activities (trekking, camping, NCC/NSS)
- Inclusive practices in Physical Education

Practicum/Sessional (10 Marks Each)

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- Conduct yoga, pranayama, and meditation practices in morning assembly.
- Organize a sports/physical activity and prepare a report.
- Prepare a balanced diet chart.
- Organize a one-day workshop on stress management.
- Practical training in First Aid.

References (Suggested Readings)

1. Bucher, C. A. (1992). Foundations of Physical Education and Sport.
2. Kamlesh, M. L. (2006). Principles and History of Physical Education.
3. NCERT. (2021). Health and Physical Education – A Teachers' Guide.
4. Yoga Sutras of Patanjali (Selected readings).
5. Ministry of Education (2020). National Education Policy 2020.

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B.Ed.04: Language Across the Curriculum

Marks: 50

Course Objectives

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

1. Understand the role of language in the teaching-learning process.
2. Develop Listening, Speaking, Reading, and Writing (LSRW) skills.
3. Recognize the importance of pronunciation, intonation, stress, rhythm, tone, and pitch in communication.
4. Apply appropriate techniques to develop reading comprehension and writing skills.
5. Integrate oral and literacy skills effectively in the classroom.
6. Realize the need for language across different subjects (Mathematics, Science, Social Science, etc.).
7. Strengthen language competencies through practical classroom-based activities.

Unit-wise Syllabus

Unit I: Language and Communication

- Nature and importance of language
- Process of communication and its role in classroom teaching
- Listening and speaking skills
- Pronunciation, intonation, stress, rhythm, tone, and pitch

Unit II: Reading and Comprehension

- Development of reading skills
- Reading different texts: prose, poetry, articles, scientific and social science passages
- Techniques of reading comprehension: skimming, scanning, intensive and extensive reading
- Reading errors and their remediation

Unit III: Writing Skills

- Process and importance of writing
- Creative writing: essay, article, paragraph, report

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- Academic writing: lesson notes, assignments, teaching plans
- Writing errors and their correction

Unit IV: Oral and Literacy Skills in the Classroom

- Importance of oral expression
- Classroom discourse strategies
- Integration of language in subject teaching
- Language use in multilingual classrooms

- **Internal Assessment**
- **written Test:-** 5 Marks
- **Assignments/Projects (Choose one):-** 5 Marks

  - Conduct linguistic analysis of a lesson in any subject (Mathematics/Science/Social Science).
  - Prepare and implement a Reading Comprehension Activity for students.
  - Carry out an Error Analysis of students' mistakes (pronunciation, grammar, spelling).
  - Prepare a 5–10 minute oral presentation on an academic topic.
  - Design and implement a Creative Writing Task related to a subject area.

Suggested Readings

1. Agnihotri, R.K. & Khanna, A.L. (1994). *Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India*. Sage Publications.
2. Halliday, M.A.K. (2004). *Language and Education*. Continuum.
3. NCERT (2006). *Position Paper on Teaching of Indian Languages*. NCERT, New Delhi.
4. Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Vygotsky, L.S. (1986). *Thought and Language*. MIT Press.

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BED 05-I: Environmental Education

Marks: 100

Objectives-

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

1. Understand the meaning, importance, and principles of environmental education.
2. Analyze environmental issues and suggest possible remedial measures.
3. Develop awareness and positive attitudes toward environmental conservation.
4. Integrate environmental concerns into classroom teaching and school practices.
5. Engage actively in eco-friendly initiatives and projects at the school and community levels.

Course Content

Unit I: Fundamentals of Environmental Education

- Meaning, nature, and importance of Environmental Education.
- Aims, objectives, and guiding principles of Environmental Education.
- Relationship between man and environment: An ecological perspective.
- Components of the environment: Biotic, abiotic, and socio-cultural environment.
- Role of teachers in promoting Environmental Education.

Unit II: Environmental Issues and Challenges

- Major environmental problems: Global warming, ozone layer depletion, acid rain, deforestation, loss of biodiversity, and urbanization.
- Pollution: Types (Air, Water, Soil, Noise, Radiation), causes, effects, and control measures.
- Population explosion and sustainable development.
- Environmental movements in India: Chipko movement, Narmada Bachao Andolan, Save Silent Valley movement.

Unit III: Environmental Conservation and Sustainable Development

- Concept of conservation and its significance.
- Natural resources: Types, conservation methods, and sustainable utilization.
- Environmental ethics and the concept of eco-friendly living.
- Role of NGOs, youth, and community participation in environmental conservation.

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- Environmental laws and policies in India: EPA (1986), Forest Conservation Act (1980), Wildlife Protection Act (1972).

Unit IV: Pedagogical Approaches for Environmental Education

- Methods and strategies: Field trips, case studies, role-plays, debates, eco-clubs, green audits.
- Infusing Environmental Education across the school curriculum: Science, Social Studies, Language, and Mathematics.
- Planning environmental awareness campaigns, projects, exhibitions, and school gardens.
- Use of ICT in promoting environmental consciousness.
- Assessment of environmental awareness and attitudes among students.

Internal Assessment

Written Test: 10 Marks

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

- Prepare a project report on any one local environmental issue (e.g., waste management, water conservation) and suggest practical solutions.
- Design an environmental awareness campaign plan for a school.
- Organize and document a field visit to an eco-sensitive zone (e.g., wildlife sanctuary, pollution control plant).

Suggested Readings-

1. NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT.
2. Odum, E. P. (1971). Fundamentals of Ecology. Philadelphia: Saunders.
3. Palmer, J. (1998). Environmental Education in the 21st Century: Theory, Practice, Progress, and Promise. Routledge.
4. Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Book Depot.
5. Trivedi, P.R. (1997). Encyclopedia of Environmental Pollution, Planning and Conservation. New Delhi: Akashdeep Publishing House.
6. UNCED. (1992). Agenda 21: Programme of Action for Sustainable Development. United Nations.

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B.Ed 05-II: PEACE EDUCATION

MARKS-100

OBJECTIVES

The course will enable the student teachers to –

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

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

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

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

- 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.

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

UNIT 3 Effective Teaching of Peace

- Peace Education for Life and LifelongEducation, 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 the Peace Process.

Unit 4 Transacting Peace Education & Role of Social Agencies:

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

Internal Assessment:

Written **Test:-** 10 Marks

Assignments/Projects (Choose one):- 10 Marks

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

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SUGGESTED READINGS-

1. Adams, D. (Ed.) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber, J.L. Brown, J.L.A. Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications, pvt.Ltd
4. Dr.Haseen Taj (2005) Current challenges in Education, Neelkamal Publications, pvt.Ltd
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi Prakashan, Agra-2
7. Wttp://www.un.org/cyberschoolbus/peace/content.htm

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B.Ed 05-III: Guidance and Counselling

Objectives: **Marks: 100**

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

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

Course Content

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

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

Unit II: Types and Areas of Guidance and Counselling

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

Unit III: Skills, Techniques and Ethical Issues in Counselling

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

Unit IV: Organization of Guidance Services in Schools

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

Internal Assessment:

Written **Test:-** 10 Marks

Assignments/Projects (Choose one):- 10 Marks

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

Suggested Readings-

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

Rao, S. Narayana (2002). Counselling and Guidance. Tata McGraw-Hill.

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B.Ed. 06: Critical Understanding of ICT

Marks: 100

Course Objectives

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

- Understand the fundamentals of computers and Information and Communication Technology (ICT).
- Develop skills in using ICT tools for teaching, learning, and research.
- Critically analyse the ethical, social, and pedagogical implications of ICT.
- Apply ICT in classroom practices and inclusive education.
- Explore and implement the vision of *National Education Policy (NEP) 2020* for digital and blended learning.

Unit-wise Course Content

Unit I: Fundamentals of Computers and ICT

- Definition, characteristics, and types of computers
- Hardware and software components
- Input/output devices; memory and storage devices
- Basics of operating systems (Windows/Linux)
- File management and internet basics
- ICT: meaning, scope, and role in education

Unit II: ICT in Teaching-Learning

- ICT in classroom transaction: shift from teacher-centered to learner-centered pedagogy
- Use of multimedia (audio, video, animation) in classrooms
- Application software: MS Word, PowerPoint, Excel
- ICT for inclusive education and special needs

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- ICT for collaborative learning, MOOCs, LMS, and online platforms
- *NEP 2020* perspective on digital and blended learning

Unit III: Critical Perspectives on ICT

- ICT and society: digital divide, access, and equity
- Ethical issues: plagiarism, copyright, cyber security
- Impact of ICT on children, youth, and society
- National ICT policy and initiatives in education
- Barriers and challenges in ICT integration
- *NEP 2020* recommendations for ICT-enabled teacher training and school education

Unit IV: ICT Tools, Research, Practicum and NEP Integration

- Educational software and digital content creation
- Smart boards, online assessment tools, and mobile applications
- ICT in research: e-libraries, online databases, referencing tools

  Hands-on practice with MS Office
- Preparation of a digital lesson plan aligned with *NEP 2020* guidelines
- Designing ICT-based teaching-learning material (TLM) in line with NEP principles
- Creation of blog/e-portfolio for reflective teaching practice and NEP-aligned innovations

External Assessment

Written Test: 15 Marks
Projects File/ Submission report : (Choose any one) - 10 Marks (Practical 15 Marks/ Viva 10 marks)

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

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- Survey five teachers on their use of web tools in teaching and analyze the data

References

1. Sharma, R.A. – *Educational Technology and ICT in Education*
2. Mangal, S.K. & Mangal, Uma – *Essentials of Educational Technology*
3. NCERT – *ICT in Education: Teacher's Handbook*
4. UNESCO (2002) – *ICT in Education: Curriculum for Schools & Teacher Development*
5. Govt. of India – *National ICT Policy in School*

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B.Ed. 07: Drama and Arts in Education

Marks: 50

Objectives:-

To enable the students to-

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

UNIT-I: Aesthetic Sense and Education

- 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.

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UNIT-II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal dances, Contemporary dance in Modern India.
- Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed,Leela, Swang, Nautanki, Bhavai. Dance and Drama training, its relevance to learning at different levels of school.
- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.

UNIT-III Visual Art : Teaching & Learning

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts: painting, printing, college, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.
- Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

- **Internal Assessment:**
- **written Test:- 5 Marks**
- **Assignments/Projects (Choose one):- 5** Marks

- Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.

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

SUGGESTED READINGS-

- Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
- Bhatachrya Dilip Musical Instrument of Tribal India, Manas Publications, NewDelhi 1999.
- Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
- Chatuvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
- Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, Lodon.
- Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
- Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
- Krishna Rao U.S., Devi Chandrabhaga U.K. A panorama of Indian dances, Shree Satguru Publication, New Delhi.
- Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
- Lal Ananda: Theatres of India, Oxford Univ. Press.
- Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
- Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.

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- Tribhwn Robin D., Tribhwan Preeti R. Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
- Thames and Hudson: Arts & Crafts of India, London.
- Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket Bokks, New Delhi
- Water house Devid : Dance of India, Popular Prakashan, Mumbai.
- Watts George & Bown Percy Arts and Crafts of India, Cosmo Publications, New Delhi.
- गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप, पंचशील प्रकाशन, जयपुर।
- प्रसाद देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट, इंडिया, 1999।
- गुप्ता डॉ. भयामला : सौंदर्य तत्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
- रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ला।
- जोशी भोला दत्त : संगीत भास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।
- भार्मा अमिता : भास्त्रीय संगीत का विकास, ईस्टर्न बुक लिकर्स, दिल्ली।
- भार्मा सत्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।
- माली डॉ. शिवराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, नेशनल पब्लिसिंग हाउस, दिल्ली।
- चौबे अमरेश चन्द्र : संगीत की संस्थगत शिक्षण प्रणाली, कृश्णा ब्रदर्स, अजमेर।
- खुराना भान्नोः ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

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B.Ed.08: Indian Knowledge and Traditional System (IKTS)

Marks: 50

Objectives

- Understand the characteristics and philosophical foundations of the Indian Knowledge System (IKS).
- Analyze the structure and significance of ancient Indian education and scientific achievements.
- Familiarize themselves with the traditional systems of medicine, yoga, literature, and arts.
- Develop awareness of indigenous practices of environmental sustainability and conservation.
- Integrate the values of Indian Knowledge System with modern education, especially in the light of NEP 2020.

Unit I: Foundations of Indian Knowledge System

- Concept, meaning, and significance of Indian Knowledge System (IKS).
- Philosophical foundations: Vedas, Upanishads, and Darshanas.
- Gurukul education system – aims, methods, evaluation.
- Contribution of Nalanda, Takshashila, Vikramshila, Vallabhi.

Unit II: Traditional Sciences and Mathematics

- Ancient Indian achievements in Mathematics: Zero, decimal, algebra, geometry, astronomy.
- Contributions of Aryabhata, Brahmagupta, Bhaskaracharya.
- Indian sciences: Physics, Metallurgy, Agriculture, Environmental knowledge.
- Architecture & Town planning: Harappa, Vastu Shastra, Temple architecture.

Unit III: Traditional Medicine, Health and Literature

- Ayurveda: Tridosha theory, Charaka, Sushruta.
- Yoga & Meditation: Patanjali's Yoga Sutra, holistic health practices.
- Siddha and Unani medicine systems.
- Indian literature: Sanskrit, Pali, Prakrit, Tamil, regional languages.
- Indian art, music, dance, theatre as knowledge systems.

Unit IV: Environmental Knowledge, Ethics and Contemporary Relevance

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- Sustainability in Indian tradition: water harvesting, organic farming, forest conservation.
- Concept of Dharma, values and ethics in Indian tradition.
- IKS in promoting peace, harmony, and inclusive education.
- NEP 2020 and Indian Knowledge System integration.
- Contemporary relevance of IKS in education and global context.

- **Internal Assessment**
- **written Test:- 5 Marks**
- **Assignments/Projects (Choose one):-** 5 Marks

- Seminar Presentation – Contributions of Aryabhata / Charaka / Sushruta.
- Field Visit / Report – Local heritage site, temple architecture, or museum.
- Project Work – Traditional farming or water conservation practices in village.
- Practical Activity – Demonstration of basic yoga & meditation for wellness.
- Literary Activity – Compilation of folk tales / local wisdom stories.
- Group Discussion – Relevance of Gurukul system in 21st century.
- Assignment – Role of IKS in NEP 2020 implementation.

References

English

- Altekar, A.S. Education in Ancient India.
- Radhakrishnan, S. Indian Philosophy.
- Balakrishnan, S. Indian Knowledge Systems and Traditions.
- Sharma, R.S. Ancient India.
- NCERT. Indian Knowledge Tradition in Education.
- RSCERT, Udaipur

Hindi

- डॉ. सत्यव्रत शास्त्री – भारतीय ज्ञान परंपरा
- डॉ. राधाकृष्णन – भारतीय दर्शन
- बालकृष्ण शर्मा – प्राचीन भारत का इतिहास और संस्कृति
- एनसीईआरटी – भारतीय ज्ञान परंपरा और शिक्षा
- राम शंकर त्रिपाठी – भारतीय संस्कृति का इतिहास

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BED 09: Gender, School, and Society

MARKS: 50

Objectives:

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

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

To understand some important landmarks in connection with the growth of women's education in historical and contemporary periods.

To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes, and their intersection with class, caste, religion, and region.

To understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Unit 1: Gender Issues: Key Concepts:

Gender, Sexuality, Patriarchy, Masculinity, and Femininity

Gender Bias, Gender Stereotyping, and Empowerment

Equity and Equality about Caste, Class, Religion, Ethnicity, Disability, and Region.

Issues and Concerns of Transgender

Unit 2: Socialization Processes in India: Family, School, and Society

Gender Identities and Socialization Practices in different types of families in India.

Gender Issues in Curriculum - Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region Construction of Gender in Curriculum Frameworks since Independence: An Analysis - Gender and the hidden curriculum - Gender in text and classroom processes - Teacher as an agent of change - Life skills and sexuality.

Sites of Conflict: Understanding the Importance of addressing sexual Abuse inFamily, Neighborhood, and School and in other formal and informal institutions.

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Unit 3: Gender Studies: Historical Perspectives on Education

Historical Backdrop: Some Landmarks in Socio-Economic and Educationupliftment of Status of Girls and Women.

Constitutional Commitments,

Reports of Commissions and Committees, Policy initiatives,

Schemes and Programmes on Girls' Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Internal Assessment

Written Test: 5 Marks

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

- Preparation of Project on Key Concepts and their operational definitions relating to the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality, cutting across Gender, Class, Caste, Religion, Ethnicity, Disability, and Region.
- Prepare a project on the Issues and Concerns of Transgender.
- Project on analyzing the growth of Boys and Girls in different types of families in India.

Suggested Readings-

1. Desai, Neera and Thakkar, Usha (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
3. Kirk, Jackie e.d., ed. (2008), Women Teaching in South Asia, SAGE, New Delhi.
4. Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
5. National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2; NCERT, 2006.
6. Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
7. Sherwani, Azim. (1998), the girl child in crisis. Indian Social Institute, New Delhi.
8. Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi

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9. UNICEF (2005). 2005 and Beyond: Accelerating Girls' Education in South Asia. Meeting Report.

BED 10: Knowledge and Curriculum

Marks: 100

Objectives:

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

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

Course content

Unit I: Understanding Knowledge and Knowing

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

Unit II: Concept, Bases, and Development of Curriculum

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

Unit III: Curriculum and Social Context

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

Unit IV: Contemporary Curricular Frameworks and Reforms

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

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- **Curriculum Analysis Project:**Select a textbook or curriculum document from any school subject. Analyze it critically based on knowledge representation, inclusion, and interdisciplinary links. Submit a written report (1000–1500 words)
- **Content Mapping Exercise:**Prepare a detailed mind map showing the structure of knowledge for a selected topic. Highlight concepts, sub-concepts, relationships, and real-life applications.
- **Policy Document Review:** Study a major education policy (e.g., NCF 2005, NCF 2023, NEP 2020). Write a critical review focusing on knowledge, curriculum aims, and equity issues.

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- **Curriculum Design Activity:**Develop a mini-curriculum (3–5 lessons) for a chosen theme/topic. Define learning objectives, content outline, pedagogy, and assessment methods
- **Comparative Study Report:**Compare the curriculum frameworks of two countries or states. Discuss similarities and differences in knowledge organization, aims, and approaches.
- **Field-Based Study**:Conduct a survey of school teachers about their views on curriculum effectiveness. Prepare a summary report with findings and reflections (minimum 10 interviews).
- **Reflective Essay:**Write a personal essay on the theme: "My Experiences with Curriculum: A Reflection on Knowledge and Learning" (Word Limit: 1000–1200 words)

Suggested Readings-

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

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BED 11: Understanding Descipline and Subjects

Objectives: **Marks: 50**

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

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

Course Content:

Unit I: Foundations of Disciplinary Knowledge

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

Unit II: Subject Specific Pedagogies and Social Perspectives

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

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

Unit III: Framing Curriculum: Theory to Practice

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

Internal Assessment:

Written **Test:** 5 marks

Assignments/Projects (Choose one): 5 Marks

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

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Suggested Readings-

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

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BED 12 (A/B)- I : हिन्दी शिक्षण

100 अंक

उद्देश्य :–

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक् पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठयक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. हिन्दी भाषा शिक्षण में दृश्य–श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
14. हिन्दी शिक्षण में मूल्यांकन के महत्व, श्रुतिलेख द्वारा भाषा – शोधन करवाना।
15. निदानात्मक एवं उपचारात्मक परीक्षण का उसके स्वरूप, एवं महत्व का विशेलषण तथा भाषा शिक्षण में उसकी उपयोगिता का ज्ञान कराना।

इकाई – प्रथम

भाषा की भूमिका

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

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

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

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

मातृभाषा/राष्ट्रभाषा के रूप में हिंन्दी शिक्षण की स्थिति।

इकाई –द्वितीय

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

इकाई (तृतीय)

(1) हिन्दी शिक्षण एवं भाषा ज्ञान

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

(2) पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या पाठयक्रम तथा पाठ्य पुस्तकों का सम्बन्ध

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

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

इकाई (चतुर्थ)

- हिन्दी शिक्षण में मूल्यांकन

(अ) भाषा विकास की प्रगति का मूल्यांकन –सतत और समग्र मूल्यांकन आपसी मूल्यांकन, स्व–मूल्यांकन, [illegible] पोर्टफोलियो।

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

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

(द) प्रश्न पत्र निर्माण एवं नीलपत्र

आंतरिक मूल्यकन

1. लिखित परीक्षा 10 अंक

सामयिक कार्य (निम्न में से कोई एक) 10 अंक

- छात्रों द्वारा पत्र लेखन के विविध प्रकारों का लिखित अभ्यास करना।
- अपने आस– पास के पॉच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की स्थिति है।
- छात्रो को भाषा सीखने सबंधी कठिनाइयों और समस्याओं का अध्ययन विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से व्याकरण संवधी अशुद्धियों के निराकरण हेतु अपेक्षित कार्य करवाना।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने मे असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियों तैयार करें।
- हिन्दी की विधाओ पर स्केब पुस्तिका तैयार करें।
- रचनाात्मक रूप से प्रतिभा सम्पन्न वालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- आस –पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र– पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तको का अध्ययन विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची

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2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
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BED 12 (A/B)-II: संस्कृतस्य शिक्षाशास्त्रम्

अंक : -100

सिद्धान्त उद्देश्य :

पाठ्यक्रमं सम्पन्नं कृत्वा छात्राः :

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

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

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

4. समकालीनशिक्षायां संस्कृतस्य सांस्कृतिकदार्शनिकसान्दर्भिकतां अवगन्तुम्।

5. संस्कृतपाठ्यक्रमविकाससिद्धान्तान् उद्देश्यान् च अवगन्तुम्

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

7. विविधशिक्षकाणां कृते सन्दर्भाधारितं समावेशी संस्कृतपाठ्यक्रमस्य परिकल्पनं शिक्षन्तु।

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

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

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

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

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

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

पाठ्यक्रम सामग्री

(i) प्रथमः इकाईः संस्कृतशिक्षायाः आधाराः

- संस्कृतस्य परिभाषा, अर्थः, ऐतिहासिकं महत्त्वं च।

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• संस्कृतशिक्षणस्य उद्देश्यं उद्देश्यं च।

• संस्कृतस्य अन्यविषयैः सह एकीकरणम् : भाषा, साहित्यं, दर्शनं, इतिहासः च।

• 21 शताब्द्यां संस्कृतम् : आधुनिकशिक्षायां वैश्विकदृष्टिकोणेषु च संस्कृतस्य प्रासंगिकता।

• भाषाकौशलविकासः संस्कृते श्रवणं, वक्तुं, पठनं, लेखनं च।

(ii) **द्वितीयः इकाईः संस्कृतस्य अध्यापनविधयः विधयः च**

• संस्कृतशिक्षणविधयः - प्रत्यक्षनिर्देशः, आगमनात्मक-निष्कर्षणविधिः, प्ले-वे-विधिः, व्याकरण-अनुवादविधिः च।

• संस्कृतशिक्षाशास्त्रे जपस्य (श्लोकपाठस्य) भूमिका।

• संस्कृतशिक्षणे कथाकथनम्, भाषाक्रीडा, नाट्यविधिप्रयोगः।

• तकनीकाः : सूक्ष्मशिक्षणं, सहकर्मीशिक्षणं, दलशिक्षणं, अनुकरणं च।

• संस्कृतशिक्षायां सूचनाप्रौद्योगिकीनां उपयोगः : भाषाप्रयोगशालाः, ई-शिक्षणमञ्चाः, डिजिटलसंसाधनाः च।

(iii) **तृतीय इकाई : पाठ्यक्रमस्य परिकल्पना तथा शैक्षिक संसाधन**

• संस्कृतभाषायां पाठ्यक्रमविकासस्य सिद्धान्ताः उद्देश्याः च।

• NEP-2020 इत्यनेन सह सङ्गतस्य संस्कृतस्य योग्यता-आधारितस्य पाठ्यक्रमस्य निर्माणम्।

• भारते विश्वे च संस्कृतपाठ्यक्रमस्य तुलनात्मकाध्ययनम्।

• संस्कृतभाषायां प्रभावी इकाई तथा पाठनियोजनम्।

• संस्कृतपाठ्यपुस्तकानां तथा अन्यशिक्षणसामग्रीणां चयनं मूल्याङ्कनं च।

(iv) **चतुर्थः इकाईः संस्कृतशिक्षणे मूल्याङ्कनं व्यावसायिकविकासश्च**

• संस्कृतशिक्षणे मूल्याङ्कनस्य मूल्याङ्कनस्य च आधुनिकाः अवधारणाः।

• **मूल्याङ्कनस्य प्रकाराः :** स्वरूपात्मकं, समाहारात्मकं, मौखिकं, लिखितं च आकलनम्।

• भाषाकौशलस्य कृते रूब्रिक्स, ब्लूप्रिण्ट्, मूल्याङ्कनसाधनं च डिजाइनम्।

• **कर्मसंशोधनम् :** संस्कृतशिक्षणे कर्मसंशोधनस्य सिद्धान्तान् अनुप्रयोगान् च अवगत्य।

• संस्कृतशिक्षकाणां कृते चिंतनात्मकाभ्यासाः निरन्तरव्यावसायिकविकासः च।

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सीआईए (मूल्यांकन) .

परीक्षा : 10 अंक

असाइनमेण्ट् (निम्नलिखितेभ्यः कोऽपि): 10 अंक

(i) संस्कृतेन विशिष्टविषयं वा श्लोकं वा पाठयितुं विस्तृतं पाठयोजनां सज्जीकरोतु।
(ii) संस्कृतपाठस्य कृते फ्लैशकार्ड्, चार्ट्, श्रव्य-दृश्य-प्रस्तुतिः इत्यादीनि शिक्षणसाधनं रचयन्तु।
(iii) सामग्रीसान्दर्भिकता, भाषा, समावेशीता च केन्द्रीकृत्य संस्कृतपाठ्यपुस्तकानां समीक्षां आलोचनां च कुर्वन्तु।
(iv) स्थानीयधार्मिकसास्कृतिकसंस्थासु संस्कृतस्य प्रयोगस्य दस्तावेजीकरणं प्रतिवेदनं च कृत्वा कक्षायां एतस्य समावेशस्य उपायान् सुचयतु।
(v) संस्कृतशिक्षणे कस्मिन् अपि विषये (उदा. छात्रसङ्गतिः, सूचनाप्रौद्योगिकीप्रयोगः, व्याकरणचुनौत्यं) लघुक्रियासंशोधनपरियोजनां कुर्वन्तु।
(vi) समकालीनशिक्षायां संस्कृतभाषां भाषारूपेण संरक्षितुं प्रवर्धनं च कर्तुं प्रयत्नानाम् विषये केस-अध्ययनं लिखत।

सन्दर्भ ग्रन्थ –

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

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B.Ed – 12 (A/B)-III: Pedagogy of English

MARKS:-100

Objectives –

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

1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT-I-FOUNDATION OF ENGLISH LANGUAGE TEACHING

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

UNIT-II-TEACHING OF ENGLISH LANGUAGE SKILLS

- Objectives of teaching English language (a) Skill based- LSRW
- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture,

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Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening,

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

UNIT-III- METHODOLOHY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, methods and techniques, Whole language approach, Structural- Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio- lingual method, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning, functions, Planning of English language teaching. Annual plan, unit plan and daily lesson plan - Prose Lessons Content analysis - Poetry lessons - Components of poetry - The place of poetry teaching in school curriculum. Concept, aims and objectives of teaching poetry in second language, Grammar Lessons-Planning for teaching Grammar and usage sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

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

- Concept and use of A.V. aids in the teaching of English

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- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables,computer,newspapers, magazines, brochures, blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development,

Types of tests Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills, Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

Internal Assessment

1. Written Teswt 10 marks

2. Assignment/ Project (One of the following) 10 marks

- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

SUGGESTED READINGS 10

1. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language, Longman.
4. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199-224). New York: McGraw Hill.
5. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
6. Coilins Cobuild English Grammar (2000) Harper Collins Publisher, India.

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7. Elizabeth, M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
8. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156-157..
9. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
10. Gimson A.C. (1980): An Introduction to the pronunciation of english. London: Edward Arnold.
11. Hornby. A.S. (1998): Guide to Patterns and Usage in English O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi: Tata Mcgraw Hill Publishing house Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.P.U.
14. Paliwal A.K. (2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur

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

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BED 12 (A/B)- IV: Urdu

مارکس: 100

مقاصد

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

1. ہندوستانی ثقافت اور تعلیم کے تناظر میں اردو زبان کی نوعیت، دائرہ کار اور اہمیت کو سمجھیں۔
2. اردو صوتیات، الفاظ، گرامر، اور جملے کی ساخت کا علمی بنیاد تیار کریں اور ان کو تدریس میں لاگو کریں۔
3. اردو زبان کی موثر تدریس کے لیے مناسب طریقوں، تکنیکوں اور آلات کو پہچانیں اور اپنائیں۔
4. ایک جامع کلاس روم ماحول کو فروغ دینا جہاں اردو کو ایک زبان اور ثقافتی شناخت دونوں کے طور پر سراہا جاتا ہے۔
5. موثر زبان کے حصول اور مہارت کی نشوونما کے لیے اردو سکھانے میں آئی سی ٹی ٹولز اور اختراعی طریقوں کو مربوط کریں۔
6. زبان کی مہارت کو سپورٹ کرنے کے لیے اسباق کے منصوبے اور تشخیصات تیار کریں، بشمول اردو میں بولنا، پڑھنا، لکھنا، اور فہم۔

کورس کا مواد

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

- اردو زبان: ہندوستانی ثقافت میں اصل، تاریخی ارتقا اور اہمیت۔
- اردو پڑھانے کے مقاصد: مختلف تعلیمی سطحوں پر مقاصد اور دائرہ کار۔
- اردو صوتیات اور رسم الخط کی بنیادی باتیں: آوازوں، تلفظ اور ساخت کو سمجھنا؛ اردو رسم الخط کی بنیادی باتیں
- علمی اور جمالیاتی مہارتوں کی نشوونما میں اردو کا کردار: زبان کو تنقیدی سوچ، تخلیقی صلاحیتوں اور ثقافتی تعریف سے جوڑنا۔

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

- نقطہ نظر اور طریقے: اردو ہدایات میں گرامر-ترجمہ، براہ راست طریقہ، بات چیت کا طریقہ، اور دو لسانی طریقہ۔
- اردو میں سبق کی منصوبہ بندی: ابتدائی اور ثانوی سطحوں پر اردو پڑھانے کے لیے ایک مؤثر سبقی منصوبہ کے اجزاء۔
- زبان کی مہارتیں: اردو میں سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں کو فروغ دینے کی حکمت عملی۔

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

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

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

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

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

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

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

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

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

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

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

(سی آئی اے (مسلسل داخلی تشخیص

1. اندرونی امتحان: 10 نمبر

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

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

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

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

حوالہ جات

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

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

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

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

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

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BED 12 (A/B)-V: Pedagogy of Rajasthani

Marks: 100

Course Objectives:

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

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

Course Content

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

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

Unit II: Pedagogical Approaches for Teaching Rajasthani

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

Unit III: Teaching Rajasthani Literature and Folklore

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

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

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

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

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

Suggested Readings

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

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BED 12 (A/B)-VI: Pedagogy of Music

Marks: 100

Objectives

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

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

Course Content

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

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

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

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

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

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

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

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

Internal Assessment

Written Test: 10 Marks

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

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

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

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BED 12 (A/B)-VII: Pedagogy of Book Keeping

Objectives **Marks: 100**

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

1. Comprehend the definition, nature, and scope of Book Keeping in order to effectively introduce these concepts to students.
2. Articulate the objectives and aims of teaching Book Keeping using Bloom's Taxonomy, helping prospective teachers design clear, measurable learning goals.
3. Recognize and apply interdisciplinary connections between Book Keeping and subjects like Accounting, Finance, Economics, and Business Studies, enabling integrated teaching.
4. Understand curriculum development objectives in Book Keeping and design relevant, engaging lesson plans that align with NEP-2020 standards.
5. Apply principles for constructing a competency-based curriculum in Book Keeping, ensuring students meet NEP-2020 educational standards and global competency frameworks.
6. Compare Indian and global Book Keeping curricula, helping prospective teachers develop adaptable and outcome-based teaching approaches.
7. Master principles and techniques for effective unit and lesson planning in Book Keeping, promoting classroom organization and efficiency.
8. Integrate ICT and digital tools (e.g., accounting software, Google Classroom, virtual resources, and multimedia) into Book Keeping instruction to enhance modern teaching techniques.
9. Create and evaluate teaching aids like financial statements, charts, and digital simulations to enrich the learning experience for students.
10. Evaluate Book Keeping textbooks based on criteria like quality, relevance, and alignment with global best practices, aiding informed textbook selection.
11. Identify the essential roles and qualities of Book Keeping teachers in a globalized world, preparing teachers to navigate contemporary educational challenges.
12. Implement diverse teaching methods, including direct instruction, problem-solving, collaborative learning, and inquiry-based learning, equipping future teachers with a variety of instructional strategies.
13. Apply inclusive and culturally responsive teaching strategies in Book Keeping, promoting equity and diversity in the classroom.
14. Understand modern assessment and evaluation methods in Book Keeping, enabling future teachers to design and implement effective evaluation strategies.
15. Design effective assessment tools like blueprints and rubrics, helping prospective teachers measure and improve student learning outcomes.

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Course Content:

Unit I: Introduction to Book Keeping Education

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

Unit II: Pedagogical Methods and Techniques

- **Micro Teaching:** Practice and refine specific teaching skills in a controlled environment. Introduce foundational concepts through lectures.
- **Storytelling:** Engage students with real-world financial scenarios and historical developments in accounting.
- **Problem Solving:** Develop critical thinking skills by addressing real-world financial issues and accounting dilemmas.
- **Socialized Recitation:** Promote collaborative learning and group discussion about bookkeeping principles and practices.
- **Collaborative Learning:** Foster teamwork and peer interaction through group projects and discussions on financial topics.
- **Inquiry-Based Learning:** Encourage exploration of bookkeeping concepts through guided questions and hands-on activities.
- **Integrating Local Resources:** Utilize local businesses and financial institutions to enhance collaborative and inquiry-based learning, making content relevant and engaging.
- **Team Teaching:** Collaborate with peers to deliver lessons, fostering a multifaceted learning experience in accounting education.

Unit III: Curriculum Design and Educational Resources

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

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- **Selection and Evaluation of Book Keeping Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment, Professional Development, and Research

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

Internal Assessment

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

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

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BED 12 (A/B)-VIII: Pedagogy of Commerce Practice

Marks: 100

Objectives:

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

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

Course Content

Unit I: Introduction to Commerce Education

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

Unit II: Teaching Methods and Techniques in Commerce Practice

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

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Unit III: Curriculum Design and Resource Development for Commerce Practice

- Principles of Curriculum Development in Commerce Practice
- Competency-Based Curriculum Aligned with NEP-2020
- Lesson Planning, Unit Planning, and Yearly Curriculum Design for Commerce Education
- Development of Teaching Resources: Case Studies, Business Plans, Financial Documents, and Market Analysis Tools
- Use of ICT in Commerce: Digital marketing, e-commerce, and accounting software for educational purposes

Unit IV: Assessment, Evaluation, and Professional Development

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

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

1. Develop a detailed lesson plan on introducing e-commerce and its relevance in the modern economy.

2. Conduct a case study analysis of a local business's marketing strategy.

3. Design a project on creating a business plan for a small-scale start-up.

4. Create a simulation-based activity for teaching stock market operations.

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

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

Suggested Readings

1. Aggarwal, J. C. (2001). Teaching of Commerce: A Practical Approach. Vikas Publishing
2. NCTE (2014) – Curriculum Framework for Teacher Education.
3. Kochhar, S.K – Methods and Techniques of Teaching , SterlingPublishers

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BED 12 (A/B)-IX: Pedagogy of History

Marks: 100

Objectives:

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

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

Course Content

Unit I: Introduction to History Education

- Definition, Meaning, Nature, and Scope of History as a discipline.
- Objectives and Aims of Teaching History with Bloom's Taxonomy.
- **Interdisciplinary Nature of History:** Connections with Geography, Political Science, Economics, Sociology, and Archaeology.
- **History in the 21st Century:** Global Citizenship, Heritage Education, and Sustainable Development.

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- **Utilizing Local Historical Resources:** Enhancing History education through community history, local artifacts, and archives.

Unit II: Teaching Methods and Techniques in History

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

Unit III: Curriculum Design and Educational Resources in History

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

Unit IV: Assessment, Pedagogical Approaches, and Professional Development

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

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

- Develop teaching aids such as maps, timelines, models, and charts relevant to history topics, focusing on both local and global historical contexts. Evaluate their effectiveness through a small classroom experiment.

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

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BED 12 (A/B)-X: Pedagogy of Civics

Marks: 100

Objectives:

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

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

Course Content

Unit I: Introduction to Civics Education

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

Unit II: Teaching Methods and Techniques

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

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- Storytelling and problem-solving approaches to highlight civic duties and ethical issues.

Unit III: Curriculum Development and Educational Resources

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

Unit IV: Assessment and Professional Development

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

Internal Assessment

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

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

3. Conduct an analysis of the Civics curriculum followed in a school and suggest improvements.

3. Conduct a mock election or parliament in the classroom and reflect on its effectiveness.

4. Engage in a classroom observation of Civics tea Engage in a classroom observation of Civics teaching and provide a critical reflection

Suggested Readings

1. Aggarwal, J. C. Teaching of Social Studies: A Practical Approach. By Vikas Publishing House, New Delhi.

2. Bhatia, S.K. Teaching of Scocial Studies , Doaba House, New Delhi.

3. Sharma R.A. Teaching of Social Science, R.Lal Book Depot, Meerut.

4. NCERT. National Curriculum Framework (2005 & 2020 Draft). New Delhi: NCERT.

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BED 12 (A/B)-XI: Pedagogy of Social Studies

Marks: 100

Objectives:

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

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

Course Content

Unit I: Introduction to Social Studies Education

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

Unit II: Teaching Methods and Techniques

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

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

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

Unit IV: Assessment and Professional Development

- Modern Concepts of Assessment and Evaluation in Social Studies
- **Designing Effective Assessment Tools:** Blueprints and Rubrics
- **Types of Evaluation:** concept, method, importance and limitations of Formative, Summative, and Authentic Assessments
- Essential Qualities and Role of Social Studies Teachers in a Globalized World
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning
- Strategies for Inclusive and Culturally Responsive Teaching
- **Action Research:** Understanding the principles of action research in the context of Social Studies education. Developing and implementing action research projects to assess and enhance teaching practices.
- Reflective Practices and Continuous Professional Development for Social Studies Educators

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

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

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- **Case Study on Social Issues:** Write a case study on a relevant social issue (e.g., poverty, gender inequality, environmental sustainability) and develop a lesson plan using this case study to engage students in critical thinking and discussion.

Suggested Readings

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2. Bloom, B. S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. Longmans, Green.

3. Bruner, J. S. (1960). The Process of Education. Harvard University Press.

4. Dewey, J. (1916). Democracy and Education. Macmillan.

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17. Wiggins, G., & McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development.

18. Zinn, H. (2003). A People's History of the United States.HarperCollins.

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BED 12 (A/B)-XII: Pedagogy of Geography

Marks: 100

Objectives

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

1. Understand the scope, significance, and objectives of geography education.

2. Apply various teaching methods and techniques suitable for geography.

3. Develop lesson plans that enhance spatial awareness, critical thinking, and environmental consciousness among learners.

4. Integrate ICT, maps, and fieldwork to make geography lessons engaging and relevant.

5. Use assessment strategies to evaluate students' understanding of geographical concepts effectively.

Course Content

Unit I: Foundations of Geography Education

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

Unit II: Methods and Approaches in Teaching Geography

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

Unit III: Resources and Integration of ICT in Geography Education

- **Geography Teaching Resources:** Use of atlases, models, charts, and audio-visual aids; satellite imagery and GIS.

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

Unit IV: Assessment and Evaluation in Geography Education

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

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

- Prepare a lesson plan using an ICT tool (e.g., Google Earth) for teaching a specific geography topic.
- Conduct a survey of a local geographic feature (e.g., river, hill, urban area) and prepare a report.
- Create a model or 3D map showcasing physical features or human settlements.

References

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

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

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

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

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

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BED - 12 (A/B)-XIII: Pedagogy of Economics

Marks: 100

Objectives:

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

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

Unit I: Foundations of Economics Education

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

Unit II: Methods and Approaches in Teaching Economics

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

Unit III: Resources and Integration of ICT in Economics Education

- **Teaching Aids and Resources in Economics:** Textbooks, newspapers, economic journals, statistical data, and graphs.
- **ICT in Economics Education:** Use of online resources, simulation software, interactive models, and tools for economic analysis (e.g., Excel, Google Sheets).

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- **Contemporary Economic Issues:** Integrating current economic events (e.g., inflation, unemployment, globalization) into the curriculum.
- **Cross-Disciplinary Connections:** Linking economics with social studies, political science, mathematics, and environmental studies.

Unit IV: Assessment and Evaluation in Economics Education

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

Internal Assessment)

1. Internal Test: 10 Marks

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

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

References

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

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

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

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

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

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BED -12 (A/B)-XIV: Pedagogy of Home Science

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of Home Science Education

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

Unit II: Teaching Methods and Strategies in Home Science

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

Unit III: Curriculum and Lesson Planning in Home Science

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- **Curriculum Development:** Principles and organization of Home Science curriculum at different educational stages.
- **Lesson Planning:** Objectives, content selection, teaching aids, and resource materials.
- **Use of Teaching Aids:** Audio-visual aids, models, charts, and kitchen laboratory setups.
- **Planning for Practical Activities:** Designing hands-on experiments in areas such as cooking, sewing, and resource management to enhance experiential learning.

Unit IV: Assessment and Evaluation in Home Science

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

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

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

References

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

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

3. Gupta, S. (2018). Food and Nutrition: Concepts and Practical Approaches. Jaipur: Sunrise Publications.

4. Kumar, A., & Shukla, P. (2020). Home Science Education: Theory and Practice. New Delhi: Vikas Publishing House.

5. Singh, N. (2017). Health, Hygiene, and Safety Practices. New Delhi: NCERT.

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BED -12 (A/B)-XV: Pedagogy of Chemistry

Marks: 100

Objectives:

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

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

Unit 1: The Nature of Science

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry,
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry
- Correlation of chemistry with other subjects.

Unit - II: Curriculum and Planning

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- Chemistry Curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction, Difference between Curriculum and Syllabus,
- Co-curricular activities, factors influencing curriculum of chemistry.
- Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.
- Micro Teaching, Skills of teaching Lesson Planning,
- Methods of Teaching Chemistry- Lecture Method, Demonstration Method. Discussion Method, Problem Solving Method, Project Method, Inductive-Deductive Method, Co-operative method, Constructivism method.' CAL
- Qualities of chemistry teacher.

UNIT-III Instructional Support System

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.
- Characteristics of a good text book and evaluation of a Text Book.
- Use of Chemistry in daily life with examples.

Unit - IV: Assessment & Evaluation of Chemistry learning

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

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- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type

Internal Assessment
written Test: 10 Marks
Assignments/Projects (Choose one): 10 Marks

- Planning and Conducting Experiments.
- Preparation of models and charts.
- Preparation of Chemistry Projects.
- Preparation of design, blue print for teacher made test.
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.
- A critical study of any one senior secondary Lab of chemistry.

Suggested Readings

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Directorate of Hindi Implementation, Delhi University, 2000.
4. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
5. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
6. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
7. Kanthor Mudit : Chemistry Teaching . shiksha Prakashan, Jaipur -2002

Safety Practices. New Delhi: NCERT.

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BED -12 (A/B)-XVI: Pedagogy of General Science

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of General Science Education

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

Unit II: Methods and Approaches in Teaching General Science

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

Unit III: Curriculum, Planning, and Resource Management

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

Unit IV: Assessment and Evaluation in Science

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

Internal Assessment
written Test: 10 Marks
Assignments/Projects (Choose one): 10 Marks

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

References

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

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

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

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

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

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BED -12 (A/B)-XVII: Pedagogy of Biology

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of Biology Education

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

Unit II: Teaching Methods and Strategies in Biology

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

Unit III: Planning and Resource Management

- **Biology Curriculum Planning and Analysis:** Structuring Biology content in alignment with curriculum standards and learning outcomes.

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- **Lesson Planning and Unit Planning:** Steps in developing effective lesson plans that incorporate objectives, teaching aids, and assessments.
- **Teaching Aids and Resources:** Charts, models, biological specimens, digital tools, and community resources for Biology teaching.
- **Safety and Ethical Guidelines in Biology Labs:** Laboratory safety protocols, ethical considerations in dissections and handling specimens.

Unit IV: Assessment and Evaluation in Biology

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

Internal Assessment
written Test: 10 Marks
Assignments/Projects (Choose one): 10 Marks

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

References

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

2. Miller, K.R., & Levine, J.S. (2019). Biology: The Science of Life. New Delhi: Pearson Education.

3. NCERT. (2020). Laboratory Manual in Biology. New Delhi: NCERT.

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

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

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BED -12 (A/B)-XVIII: Pedagogy of Physics

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of Physics Education

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

Unit II: Methods and Strategies for Teaching Physics

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

Unit III: Curriculum and Lesson Planning in Physics

- **Physics Curriculum at Various Levels:** Principles of Physics curriculum design, curriculum organization, and analysis of Physics textbooks.

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- **Lesson Planning and Unit Planning:** Structuring lesson objectives, selecting content, integrating experiments, and planning resources.
- **Effective Use of Teaching Aids:** Diagrams, charts, models, interactive simulations, and digital content to enhance understanding.
- **Safety in the Physics Lab:** Best practices, handling of equipment, safety guidelines, and preparing students for laboratory work.

Unit IV: Assessment and Evaluation in Physics

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

- **Internal Assessment**
- **written Test: 10 Marks**
- **Assignments/Projects (Choose one):** 10 Marks

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

References

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

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

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

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

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

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BED -12 (A/B)-XIX: Pedagogy of Mathematics

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of Mathematics Education

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

Unit II: Methods and Approaches in Teaching Mathematics

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

Unit III: Planning, Resources, and Classroom Management

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

Unit IV: Assessment and Evaluation in Mathematics**

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

- **Internal Assessment**
- **written Test: 10 Marks**
- **Assignments/Projects (Choose one):** 10 Marks

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

References

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

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

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

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

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

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BED -12 (A/B)-XX: Pedagogy of Drawing and Painting

Marks: 100

Objectives:

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

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

Course Content

Unit I: Foundations of Drawing and Painting Education

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

Unit II: Techniques and Approaches in Teaching Drawing and Painting

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

Unit III: Planning, Resources, and Artroom Management

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

Unit IV: Assessment and Evaluation in Drawing and Painting

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

- **Internal Assessment**
- **written Test: 10 Marks**
- **Assignments/Projects (Choose one):** 10 Marks

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

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

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

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

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

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BED 16: Learning and Teaching

MARKS-100

Objectives:

After completing the course, the students will be able-

1. To get acquainted with the concept, principles, and nature of teaching and learning
2 To understand the different learning styles based on the differences of learners
3. To study the relationship between teaching and learning and the factors that influence learning
4. To make use of modern information and communication technology to improve the teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio-cultural factors influencing cognition and learning
7. To study and understand learning from constructivist perspective
8. To get acquainted with the professional ethics of the teaching profession
9. To study the new trends and innovations involved in the teaching learning process with professional ethics.

Unit 1-Learning and Teaching Process

Teaching: Meaning, Nature, Principle, levels, phases, and maxims of teaching. Difference of training and instruction from teaching

Learning: Meaning, Nature, Factors affecting learning, and types of learning

Relationship between teaching and learning, Resource and their development for promoting the teaching-learning process.

13. Tradition and changes given the learningprocess a shift from teaching and learning

Unit 11- Source of Effective Teaching and Learning

- Effective teaching: Meaning, component, and parameters of effective teaching, classroom instruction strategies, Teacher behavior, and classroom climate. (Flander's interaction analysis system)

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- Instructional objectives in terms of Bloom's taxonomy
- Programming Learning: Concepts, principles, and types of programmer learning
- Concept of micro teaching, various teaching skills

Unit III-Educational Technology

- Educational Technology: Meaning. Importance and Approaches
- Model of teaching: Meaning, Assumptions, and Fundamental elements of a model of teaching suchman's inquiry training model
- Communication Concept. Elements and Communication skills, Teaching Learning process as the communication

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

- Analysis and organizational learning in the diverse classroom. Issues and concerns.
- Team Teaching, Cooperative learning, and E-learning. E-content, E-magazine, E- Journals, E-Library, Issues and concerns about organize teaching, learning
- Process in a diverse classroom with respect for study habits, ability, giftedness, and interest of the learner

Unit V Teaching as profession:

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

Internal Assessment

Written Test: 10 Marks

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

1. Preparation and practical implications of at least two technical learning resources(transparencies, PowerPoint Slides, Animated Videos)
2. Identify the learning needs of the learner in the diverse classroom with regard to their abilities, learning styles, socio-cultural difference, learning difficulties, and their implication for classroom teaching

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3. Identify the professional skills for teachers and report any two programmers for professional development of teaching organized by the school training college/ any other agencies
4. Conduct an Interview of any two students with multilingual background and identify the problems in teaching learning process

SUGGESTED READINGS

1. Aggarwal J.C (2004), "Educational Psychology", Vikas Publishing House Pvt. Ltd. New Delhi
2. Berk Laura (2007), "Child Development", Prentice Hall of India, New Delhi
3. Biehler, Robert, and Snowman, Jack(1991), psychology Applied to Teaching, Houghton Mifflin company, Boston.
4. Buzan Tony (2003), "Brain Child", Thorsons, An Imprint of Harper Collins, London,
5. Coleman Margaret (1996), "Emotional and Behavioral Disorders". Allyn and Bacon, Boston
1. Erickson Marian (1967). "The MentallyRetarder Child in the classroom". The Macmillan company
2. Goleman Daniel(1995). "Emotional Intelligence". Bantom Books NY
3. Goleman Daniel (2007), Social Intelligence, Arrow Books, London
4. Henson Kenneth (1999), "Educational Psychology For Effective Teaching Wadsworth Publishing Co., Belmont, California
5. Khandwala Pradip(1988), "Fourth Eye", A H. Wheeler, Allahabad
6. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
7. National Curriculum Framework 2005, N.C.E.R.T, New Delhi.
8. Osborn Alex (1971). "Your Creative Power", Saint Paul Society. Allahabad, India
9. Pringle MK and Varma VP(Ed) (1974), "Advances in Educational Psychology University & London Press. London
10. Shaffer David(1999), "Social and Personality Development Wadsworth Thomson Learning, USA.
11. Sharma Tara Chand (2005), "Reading Problems of Learners"; Sarup and Sons, New Delhi
12. Sousa David (2001), How The Brain Learns", Cowin Press, Inc. A Sage Publication Company, California.

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BED 17: Assessment for Learning

Marks: 100

Objectives:

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

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

Course Content

Unit I: Fundamentals of Assessment

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

Unit II: Tools and Techniques of Assessment

I. **Assessment Tools and Techniques:** Tests (written, oral, practical), observations, portfolios, and rubrics.
II. **Development of Assessment Tools:** Criteria for selecting assessment tools, construction of reliable and valid tools.
III. **Qualitative and Quantitative Assessment:** Differences, uses, and limitations.

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IV. **Innovative Assessment Techniques:** ICT-enabled assessments, e-portfolios, project-based and problem-based assessments.

Unit III: Assessment for Enhancing Learning

- **Formative Assessment Strategies:** Feedback, continuous and comprehensive assessment (CCE).
- **Role of Assessment in Inclusive Education:** Strategies to assess students with diverse needs.
- **Self and Peer Assessment:** Promoting reflection, autonomy, and critical thinking in learners.
- **Assessment for Lifelong Learning:** Encouraging students to engage in self-directed learning and continuous self-improvement.

Unit IV: Challenges, Ethics, and Policies in Assessment

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

Internal Assessment

Written Test: 10 Marks

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

1. **Development of an Assessment Tool:** Design and administer an assessment tool, analyze results, and reflect on findings.
2. **Classroom Observation and Analysis:** Observe and document assessment practices in a real classroom setting, and analyze their effectiveness.
3. **Case Study on Formative Assessment:** Conduct a case study on formative assessment strategies used for a group of learners, and document reflections.

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4. Portfolio Creation: Develop a portfolio that includes various assessments and reflective entries on learning progress.

Suggested Readings

1. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation, and Accountability.

2. Brown, G. T. L., & Harris, L. R. (2018). Handbook of Human and Social Conditions in Assessment. Routledge.

3. Nitko, A. J., & Brookhart, S. M. (2013). Educational Assessment of Students. Pearson Education.

4. Popham, W. J. (2008). Classroom Assessment: What Teachers Need to Know. Pearson.

5. Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher.

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BED -18:Creating and Inclusive School

Marks-50

About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio- economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

Learning Outcomes

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

A. ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities to learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,

(b) adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate

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measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

Course Content

Unit I: Inclusion and Education

- Conceptual Clarity, relation, and significance with special reference to:
- UNCRPD, 2006,
- RPWD Act, 2016,

  With special reference to the Indian Context.
- Clarity of various terms and phrases associated with Inclusive Education:

  Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification, and differentiation, universal design of learning
- Shifting from Disability to the Inclusive view.
- Shifting Paradigms from Bio-centric to Human Rights.
- Introductory reference of Policies/Acts concerning educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

Unit II: Children with Disabilities and Marginalized Groups

- Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
- Specific needs of children with behavioral, emotional learning disabilities
- Health Problems.
- Educational needs of children belonging to Marginalized Groups.

Umit III: Pedagogical Issues

- Conceptual clarity and significance.
- Meeting the specific needs of Children with Disabilities with special reference to:
  - education and opportunities for participating in arts, sports, and vocation-related activities,
  - making school buildings and compounds, as well as other facilities barrier barrier-free and accessible
  - supporting the learning activities and resources for the individualized learning environment

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- making available assistive devices and appropriate technology-based tools,
- language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- assessing strategies

- Designing strategies for assessmentin inclusive classrooms.

Internal Assessment

Written Test: 5 Marks

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

- **Case Study Report:** Identify and prepare a case study of a school practicing inclusive education. Analyze its practices, barriers, and success stories.
- **Policy Analysis**: Analyze any one policy (e.g., RPWD Act, 2016 or NEP 2020), highlighting its educational implications for children with disabilities.
- **Adapted TeachingPlan:** Design a lesson plan adapted for an inclusive classroom, addressing at least two types of disabilities.
- **Barrier-Free Audit:** Conduct a survey of your local school environment and suggest ways to make it barrier-free and inclusive.
- **Awareness Campaign Plan**: Create a plan for an awareness campaign promoting inclusive education and the rights of marginalized groups.

Suggested Readings-

1. Ainscow, M. (1999). Understanding the Development of Inclusive Schools. Falmer Press.
2. Government of India. (2016). The Rights of Persons with Disabilities Act, 2016.
3. Mittler, P. (2000). Working Towards Inclusive Education: Social Contexts. David Fulton Publishers.
4. National Education Policy (NEP) 2020. Ministry of Education, Government of India.
5. NCERT. (2006). Position Paper: National Focus Group on Education of Children with Special Needs. NCERT.
6. Rieser, R. (2012). Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UNCRPD. Commonwealth Secretariat.
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BED -19: Reading and Reflecting on Texts

Objectives:

Marks: 50

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

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

Course Content

Unit I: Narrative, Descriptive, and Expository Texts

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

Unit II: Journalistic and Educational Writing

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

Unit III: Subject-Related Reference Texts

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

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

Pedagogical Approaches

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

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

Internal Assessment:

Written **Test:** 5 marks

Assignments/Projects (Choose one): 5 Marks

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

Suggested Readings-

1. Duke, N. K., & Pearson, P. D. (2002). Effective Practices for Developing Reading Comprehension. International Reading Association.
2. Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method. Routledge.
3. Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. Longman.
4. Kress, G. (1997). Before Writing: Rethinking the Paths to Literacy. Routledge.
5. Rosenblatt, L. M. (1995). Literature as Exploration. Modern Language Association.

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