UNIVERSITY OF KOTA, KOTA

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION AND COURSES OF STUDIES

BACHELOR OF EDUCATION (B.Ed.)

Course Code: BED 8300P (CBCS)
Two Years Programme

(Session 2023-24)

University of Kota, Kota

UNIVERSITY OF KOTA, KOTA

Scheme of Examination and Course of Studies

BACHELOR OF EDUCATION (B.Ed.)

Rules for Admission in B.Ed. (Two Years Course)

Admission rules for the B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

A. Admission Procedure for B.Ed. :

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 theState Government and the University time to time.

B. Duration and Working Days

Duration :

The B.Ed. Programme shall be of duration of Two Academic Years, consisting of 4 semsester which must be completed in a Maximum of Three Years (six semesters) from the date of the admission to the programme.

Working Days (For Both Years):

There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.

- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates willhave to seek readmission from a fresh end.

Eligibility : Candidates with at least 50% marks either in Bachelor Degree/or in Master Degree in Science/Social Science/Humanities/Commerce – Bachelor of Engineering of Technology with specialization in science and mathematics with 55 % marks or any other qualification equivalent thereto, Relaxation in case pf reservation categories will be as per state government guidelines.

Objectives of B.Ed. : The objectives of this programme is to prepare teachers from upper primary to middle level (Classess VI-VII), Secondary level (Classess IX-X) & Senior Secondary level (Classes XI-XI) Pre –service teacher education programme are to enable the prospective teacher.

- Understand nature of education and pedagogic processes through enriched experiences.
- Interactive processes where in group reflection, critical thinking and meaning making will be encouraged.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learner's centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct pedagogical content analysis in subject areas and use it for facilitating learning the classroom.
- Foster skills and attitude for involving the community as an educational partner and use society resources in education.
- To critical analyse the various evaluation tool to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

C) Course Design : The syllabus of two year B.Ed course comprises of the following:

a) Perspectives in Education

1. Course 1 - Childhood and Growing up
2. Course 2 - Contemporary India and Education
3. Course 3 - Learning and Teaching
4. Course 4 - Gender, School and Society (1/2)
5. Course 8 - Knowledge and Curriculum
6. Course 10 - Creating an Inclusive School (1/2)

b) Curriculum and Pedagogic Studies

7. Course 4 - Language across the curriculum (1/2)
8. Course 5 - Understanding Disciplines and Subjects (1/2)
9. Course 7 (a&b) - Pedagogy of School Subject
10. Course 9 - Assessment for learning
11. Course 11 – Optional Course (1/2)

Optional course will be offered in areas such as given below or an additional pedagogy course (in another subject at the Secondary level on the same subject at the higher secondary level)

- Vocational /Work Education
- Health and Physical Education
- Peace Education
- Guidance and Counselling

D) Engagement with the field the self, the child, community and school.

This curricular area would have three components-

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.
- School Internship
- Courses on enhancing professional capacities (EPC)

  Course EPC 1 - Reading and reflecting on texts (1/2)
  Course EPC 2 - Drama and Art in Education (1/2)
  Course EPC 3 - Critical understanding of ICT (1/2)
  Course EPC 4 - Understanding the self (1/2)

General Rules

a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for at least two years and also took University Examination each year but shall not include such subject as were studied by him only for a part of Bachelor's Degree course.

   Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours Graduates, besides the honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

b) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Public Administration. Economics, Geography, Sociology, Psychology, Education, Music D&P, Home Science, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

A Candidate who has offered Political Science on Public Administration at his Bachelor's or masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in B.Ed. Examination

School Internship

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of four and sixteen week, in two time slots. Initially, they will be attached to particular school for four weeks as 'school attachment'.

A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

Main Objectives

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete – learning situations, managing classroom learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

BED I YEAR (I SEMESTER)

Course Code: BED8300P

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	BED-01/ DCC	Childhood and Growing up	3 Hrs	4	---	4	30	70	100	12	28
	1.2	BED-02/ DCC	Contemporary India and Education	3 Hrs	4	---	4	30	70	100	12	28
	1.3	BED-03/ DCC	Learning and Teaching	3 Hrs	4	---	4	30	70	100	12	28
	1.4	BED-04/ DCC	Language across the curriculum	3 Hrs	4	---	4	30	70	100	12	28
	1.5	BED-05/ SEC	EPC- 01 Reading and reflecting on texts Internal assessment		---	4	2	50	---	50	25	---
		BED-06/ SEC	EPC- 02 Drama and Art in Education Internal assessment		---	4	2	50	---	50	25	---
		BED-07/ SEC	EPC- 03 Critical understanding of ICT Internal assessment		---	4	2	50	---	50	25	---
		BED-08/ DCC	Micro Teaching		---	4	2	50	---	50	25	---
			Total				**24**			**600**		

BED I YEAR (II SEMESTER)

Course Code: BED8300P

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BED-09/ DCC	Knowledge and Curriculum	3 Hrs	4	---	4	30	70	100	12	28
	2.2	BED-10/ DCC	Understanding Disciplines and Subjects	3 Hrs	4	---	4	30	70	100	12	28
	2.3	BED-11/ DCC	Gender, School and Society	3 Hrs	4	---	4	30	70	100	12	28
	2.4	BED-12/ DSE	Pedagogy of School Subject (First Subject)	3 Hrs	4	---	4	30	70	100	12	28
	2.5	BED-13/ GEC	Paper to be selected from Pool A		---	---	2	50	---	50	25	---
		BED-14/ CEE	Community Work		---	---	2	50	---	50	25	---
		BED-15/ DCC	School Internship (Phase I, 1V weeks) Internal assessment		---	2	2	50	---	50	25	---
		BED-16/ DCC	**Final Lession**		---	4	4	100	---	100	---	50
			Total				**26**			**650**		

VALUATION FOR INTERNSHIP PROGRAMME INTERNAL ASSESSMENT

BED I YEAR (II SEMESTER)

Internship Programme Phase I (4 Weeks)

S.No.	Assessment is based on the following activities	Marks : 50
1.	School observation and Engage with filed (One week)	5
2.	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3.	Practice teaching in One pedagogy subjects in schools (15)	15
4.	Lesson observations of the peers (Lesson in Pedagogy Subject)	5
5.	Criticism lessons (Pedagogy Subject)	10
6.	Viva-Voce	10
Grand Total		**50**

Note: Each student –teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. The file record; the lesson plan diary will form the basis of assessment of the internship programme.

EXTERNAL EVALUATION (FINAL LESSON)

- The external practical examination will be conducted at the end of (II & IV Semester) year.
- The weightage of final lesson will be 100 marks.
- The internal assessment in practice of teaching internship programme will befinalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects
- The Board of examiners for external examination will consist of.

  (a) The principal of the college concerned.

  (b) One senior member of the college.

  (c) Two external members from any discipline appointed by the university.

Evaluation

Evaluation of Theory Papers (CBCS Scheme)

Theory papers will carry a weightage of 100 marks, out of which 70 marks will be for external University Examination and 30 marks will be for internal assessment (Sessional/Practicum and mid-term test) .

Courses on Engagement with the field Community and School, EPC and micro teaching carrying an internal weightage of 50 marks. The assessment of papers will be done internally at the college level with viva-voce (Based on the file semester record, presentation). The final University semester examination paper for 70 marks will be of three hour's duration.

The detail of the question paper pattern is as follow:

Section A:

There will be one question with 10 parts having two parts from each unit with no internal choice. The weightage of each part is 2 marks hence the total weightage of this section is 20 marks. (10 X 2)

Section B:

There will be five questions with one question from each unit with internal choice (may have sub-divisions). The weightage of each question is 10 marks. Hence the total weightage of this section B is 50 marks. (10X5)

WORKING OUT THE RESULT

SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average) will be as per following grade point calculations:

Letter Grade	**Grade Points**	**Description**	**Range of Marks (%)**
O	10	Outstanding	90-100
A+	9	Excellent	80-89.99
A	8	Very Good	70-79.99
B+	7	Good	60-69.99
B	6	Above Average	50-59.99
C	5	Average	45-49.99
P	4	Below Average/Pass	40-44.99
F	0	Fail	0-39.99
U	0	Unfair Means	--
W	0	Withdrawn	--
Ab	0	Absent	Absent

Further, the calculation of SGPA will be the ratio of secured credit point (Credit X Grade point) and total course credits in each semester. Whereas, the CGPA will be calculated in same way but it will be for all four semesters. To calculate the CGPA into percentage, the multiplication factor will be 9.5.

SYLLABUS

BED I YEAR (I SEMESTER)

Course Code: BED8300P

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BED I YEAR (II SEMESTER)

Course Code: BED8300P

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		BED-15/ DCC	School Internship (Phase I, 1V weeks) Internal assessment		---	2	2	50	---	50	25	---
		BED-16/ DCC	**Final Lession**		---	4	4	100	---	100	---	50
			Total				**26**			**650**		

BED I YEAR (I SEMESTER)

CHILDHOOD AND GROWING UP

Paper Code: BED-01/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able:

- To study and get the introduction of childhood, child development and adolescence.
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To arrive at an understanding of how different sociopolitical realities construct different childhoods, within children's lived contents: family, schools, neighborhoods and community.
- To understand learning as divergent process.
- To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.
- To focus on the issues of marginalization of difference and diversity, and stereotyping.
- To understand the role of the family, and the school in the child's development,

Unit - I: Childhood and child Development

1. Childhood: Introduction, children of different age groups, children from diverse socio-economics and culture back grounds.
2. Construct of childhood: Understanding the construct of different socio-political realties, different childhoods within children's lived contexts: Family, schools, neighbourhoods and community.
3. Physical, social, emotional & intellectual development of child.

Unit - II: Theories of Child development

1. Thories of child development (from cross cultural psychology, sociology and anthoropology), crucial aspects from the construct of chilhood in regands to political, social and cultural dimensions.
2. Theories of child development (Psychology) Jean plaget's theory of cognitive development, Behaviouristic theory.

3. Childhood and adolesence as constructed in different social – economic and cultural setting.
4. Issues of Marginalization, Children's lived experiences – living in an urban, slum, growing up as a girl and growing up in a dalit housechold and like other adverse situation.

Unit - III: Adolescent Development

1. Adolescent: Meaning, Concept & Characteristics
2. Cognitive, Physical, Social, Emotional and moral Development.
3. Experience of adolescence of children across different cultures and situations.
4. The Impact of urbanization and economic change on construction and experience of adolescence of children.

Unit -IV: Role of Media, family & Community

1. Role of media in representations of gender, class and poverty to understand lived realities of children.
2. Work and childhood children, in difficult circumstances and understanding of them, role of media in critical deconstruction of significant events in regards to child labour and other.
3. Role of community, family, creche and child correction home in protecting childhood in india.
4. Chilhood and changing trends in family strucrture, employment status of parents, and technological exposures, (Cartoons, video games, mobile phone, internet, social networking sites and toys.)

Unit -V: Role of NGo's National and International agencies.

1. Role of NGos in protecting childhood.
2. National (MWC, NIPCCD etc.) and Internationl agencies (UNICEF, WHO, Red cross ets.) working for Children.

Practicum/Field Work :

1. Organize creative activities for children of diverse socio- cultural back ground with aim to learn to communicate and relate with them .
2. Observing children in national setting to study play pattern and write a report on their domain of learning.
3. Study of any one issue represented and highlighted by media (sexual abruse and harasement poverty. Child labour etc.
4. Workshop or seminar for student teacher to observe interact with and study adolescents of different social ages in and outside the school, in diverge social economic, cultural, linguistic and regional contescts.

5. Apply any three psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion make a comprehensive profile (at least five students for each test.)

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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- https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/inservice teacher training
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- www.powershow.com/view/13d9bc-NDM1Z/Gender_Equality_in.
- http://www.ncert.nic.in/departments/nie/dws/modules/RMSA_Module.pdf
- http://www.ncert.nic.in/departments/nie/dws/pdf/overallreportDGS_24_8_17.pdf
- https://en.unesco.org/themes/education-and-gender-equality

Learning out Come -

The student teacher will understand child development and adolescence, role of family and the school in the child development. They will understand learning as divergent process and physical, social, emotional and intellectual development of child.

BED I YEAR (I SEMESTER)

CONTEMPORARY INDIA AND EDUCATION

Paper Code: BED-02/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able:

- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To understand the diversity, inequality and marginalisation in society and the implications for education.
- In provide a setting for interaction, generation of dialogue and the opportunity to appreciable diverse perspectives of issues.
- To understand the classroom in social context
- To provide a setting for interaction, generation of dialogue and the opportunity of appreciate diverse perspectives of issues/
- To understand the concept of policy frameworks for public education in India.
- To understand critically the policy perspectives of education.
- To understand the prominent social determinants.

Unit -I : Equity and Equality in Education

1. Issues in Education : Equity and equality in education, concept of diversity at the level of individual in regards to regions, languages, religions, castes, tribes etc. Diverse communities and individuals and expectation from education.
2. Role of education in grooming children in diversified situation, role of education for collective living and tools for conflict resolution.
3. Approach to attain equality of educational opportunity, provision for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

Unit - II: Universalization of Education

1. Educational as Human Rights, Child Rights and Protective discrimination.
2. Concept of Universalization of Education.
3. Strategies for achieving universalization of education.
4. Qualitative and quantitative aspects of universalization of Education.
5. Obstacles in universalization of education in relation to access (Physical and social) enrolment, retention and quality.

6. Problems, issues and remedies for education of marginalized section of community (Gender, regions, languages, religions, class, castes, tribes, etc.)

Unit - III : Indian Constitutional Provisions, Related to Education

1. An introduction to the constitution of India (especially the preamble, Fundamental Rights and Duties of citizens and the Directive principles of state policies) with regards to "Constitutional values' and aims of education.
2. Amendments in the constitution of India pertaining to education (Elementary Education, religious minority and linguistic minority, rights against discrimination, medium of instruction and right to equality.)
3. Constitution direction for issues & Problems in education.

Unit - IV : Emerging Indian Concerns and their educational implications:

1. Meaning, Concept and Impact on education of Liberalisation Globalization and Privatization.
2. Stratification of Education: concept and process.
3. Critique of colonial Vs. Indigenous education in India an overview of experiments and alternatives in Education for marginalized group like women, dalit and tribal people.

Unit -V : Contemporary Issues and Policies:

1. National policy on education and its programme of action. (1986/1992) Major suggestions and their implication.
2. Learning without Burden. (Yashpal committee Report (1992-93)
3. Right to Education and Challenges in implementation, Sarva Shiksha Abhyan, Nayeetaleem.
4. Kothari commission recommendation and their implementation in the context of planned industriazations and education.

PRACTICUM/FIELD WORK:

- Prepare a report in class about the education of marginalized group.
- Conduct an awareness programmes on child rights with students, parents and community.
- Arrange a discussion session in class how cultural diversity in school benefits the students.
- Train students in any five handicrafts on the basis of the nayee taleem (Such as paper meshi, Handloom etc.) and other related to cattage industries, prepare a report.
- Examine policy & constitutional provision on equality and right to education.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Come -

The student teacher will know about policy debaters over time, implementation of policies and programme for development of education. Learn the concepts of social change and social transformation in relation of education.

BED I YEAR (I SEMESTER)

LEARNING AND TEACHING

Paper Code: BED-03/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able:

- To develop understanding of concept of teaching and learning from socio- cultural and cognitive processes.
- To develop scientific attitude for the process of teaching & Learning.
- To compare the views of behaviorist, cognitive and humanist about teaching and learning.
- To explain the relationship among variable in teaching learning process.
- To reflect on their own implicit understanding of the nature and kinds of learning.
- To explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school.
- To appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teacher's
- To plan teaching learning based on learner centered approaches.

Unit -I : Learning and understanding learning process.

1. Learning – concept, nature, characteristics, types, and factors affecting it.
2. Learning Process : Behaviourist, cognitive, information processing, humanist, biological, constructivist and socio – cultural perspectives of learning process. Processes that facilitate "construction of knowledge."

   (i) Experiential learning and reflection
   (ii) Social mediation
   (iii) Cognitive negotiability
   (iv) Situated learning and cognitive apprenticeship
   (v) Meta cognition.

3. Development of learner and learning process, meaning and principles of development, relationship between development and learning. Dimensions of individual development : Physical, cognitive, language, affective, socio-cultural and

moral their interrelationship implications for teachers (relevant ideas of piaget, Bruner, Erikson and Kohlberg.)

Unit -II : Developing creative thinking and learning Environment

1. Meaning and nature of creativity, factors of creativity, Development of cretivity through use of brain storming (Special focus on Osborn, De Bono and Gordan) Teaching for minimizing negative transfer and maximizing positive transfer of learning.
2. Physical facilities in the school and school organizational climate, socio- cultural environment of school, text book, curriculum, technological interventions and learning process.
3. Ways of teaching and learning (Small, Large group' individualized and collaborative teaching and learning), Distinction between learning as 'Construction of Knowledge' and learning as, "transmission and reception of knowledge."

Unit -III Effective teaching

1. Concept, nature charactertics of teaching.
2. Functions of teaching, Principles of teaching, phases of teaching, classroom instruction strategies, Teacher as a leaner,
3. Teaching for culturally diverse students, Theory of culturally relevant pedagogy.
4. Values & personal relationship between Teachers and learners, relationship among learners, self esteem and freedom experienced by learner.
5. Teaching models & factors effecting teaching and learning.

Unit -IV Learning style

1. Diversty among learners and learning needs (with reference to special needs) multilingual background concept and philosophy of inclusive education. Learning style – concepts Types and importance in teaching learning process, factors effecting on learning style, concept of thinking style and its relationship with learning style. Role of ICT in learning enhancement.

Unit -V : Teaching Style

1. Teaching style – Concept types and effect on learner's learning process, factors effecting on teaching style.
2. Teaching as a profession, impact of beliefs and practices on teaching, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth.
3. Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games.
4. Use of technology in large group teaching, collaborative teaching, questioning, demonstrations.

Practicum/Field Work

1. Analysis of record on teaching and learning by video recording of your own lesson.
2. A survey based report on an effective teacher behaviours or classroom instruction strategies of effective teacher.
3. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
4. Conduct an interview of 5 students of multilingual background and list the problems face by them in classroom conditions
5. Indentify learning style of at least 5 students at primary to secondary level. (Any one)

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will use various teaching skill in classroom situation and adopt effecting classroom management skills, recognize and appreciate the role of a teacher as a leader manager, communicator and motivator.

BED I YEAR (I SEMESTER)

LANGUAGE ACROSS THE CURRICULUM

Paper Code: BED-04/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multigualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understands interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

Unit-I : Language and Society:-

1. Language – Introduction, types, components, linguistic skills and interrelationship between language and literacy.
2. Relationship of language and society: Identification, power and discrimination.
3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages
5. Language policy in Education
6.

Unit- II : Language development

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. The home language and school language and teaching learning process, the power dynamics of the standard language as the school language Vs. home language on dilects.
3. Deficit theory and discontinuity theory of language and teaching – learning process.

Unit-III : Language acquisition

1. Understanding Hindi alphabets & it's logical & simple classification
2. Language acquisition and cognitive development, Learning languages with fun
3. Culture acquisition through language.

Unit-IV : Classroom and Language:-

1. Understanding the nature of classroom, discourse, strategies for using and language in the classroom to promote learning in the subject area.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. The nature of questioning in the classroom, Types of questions and teacher control.

Unit-V : Development of Reading and writing

1. Nature of reading comprehension in the content area (Informational reading), nature of expository texts vs. narrative texts, transactional texts vs reflective texts.
2. Scheme theory, text structures , know how of examining content area of texts books.
3. Strategies for reading text book, children, note making, summarizing, making reading writing connections.
4. Process writing: Analyse children's writing to understand their conception, writing with a sense of purpose, writing to learn and understand.

Practicum/Field Work

1. Narrate your first experience of first day for internship programme.
2. Collect a literary style poem of any language and critically analyse it diagnoses speech defects of primary level student and make a remedial strategy.
3. Prepare a list of at least 10 proverb of any language and interpret their cultural significance.
4. Collect a titerary style poem of any language and analyse it.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

Reference

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Learning out Comes -

The student teacher will understand the language background of students and multilingualism in the Indian classroom. They will promote reading comprechnsion, expression, writing ect. Among students.

BED I YEAR (I SEMESTER)

Reading and Reflecting on Texts

Paper Code : BED-05/SEC

Internal Assessment: 50 Marks **Credit : 2**

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objective

- The student teacher will be able –
- To develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts.
- To enhance their capacities through course as readers and writers by becoming participants in the process of reading.
- To engage students with the reading interactively – individually and in small group.
- To get opportunities to write with a sense of purpose and audience, through tasks such as responding to a text with one's own opinions or writing within the context of other ideas.

Course Content

S.No.	Types of Text	No. of Text	Per text reflection Makrs	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical Work	02	02	04
4.	Policy documents	02	02	04
5.	Studies about schools	**02**	02	04
6.	Text concerned with teaching and learning process	02	02	04
7.	Expository texts from diverse source	02	02	04
8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic texts	02	02	04
	Evaluation of Reports and Viva - voce			10
Grand Total				50

Note : Pupil teacher will draft a report on entire activities

Evaluation Procedure –

Internal Assessment = 50 marks

Reference

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2. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea lzzo.

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7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning

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BED I YEAR (I SEMESTER)

Drama and Art in Education

Paper Code: BED-06/SEC

Internal Assessment: 50 Marks **Credit : 2**

Objectives

The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through introspection and imagined collective experience.
- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency, for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their reporting marks	Total marks
1.	Organise Drama in school	02	02	08
2.	Visit place of art and exhibition	02	02	08
3.	Visit place of cultural festival	02	02	08
4.	Visit of local culture and art forms and interpret art works, movies and other media	02	02	08
5.	Watch movies and other media of educational significance and their	02	02	08

	interpretation			
	Evaluation of report and viva – voce			10
	Grand Total			50

Procedure –

Internal Assessment = 50 marks

BED I YEAR (I SEMESTER)

Critical Understanding of ICT

Paper Code: BED-07/SEC

Internal Assessment: 50 Marks **Credit : 2**

Objectives

The students teacher will be able.

- To interpret and adapt ICTs in line with educational aims and principles.
- To learn integrating technology tools for teaching learning.
- To explore use of ICTs to simplify record keeping, information management in education administration.
- To reflect critically and act responsibly to present how ICTs are used to support centralization and proprietisation of larger.

Activities I

1. Organize a workshop on information technology in construction of knowledge
2. construction of lesson plan by use of audio visual media and computers.

Activities I

1. Deliver at least 10 lessons in school by audio – visual media and computers.
2. Assess the impact and prepare a report on the entire work.

Activities III

1. Explain and give practical instruction on meaning, planning and organizing on video conferencing in education.
2. Manage, organize and conduct any five conferencing programme for school student by pupil teacher.

Activities IV

1. Practical knowledge of operating computers on /off, word processing, use of power point, excel and computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.

3. Use of available software on CD's with LCD projection for subject learning interaction.

Activities V

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading, relevant material.
3. Pupil teacher will have interactive use of ICT: Participation in Yahoo groups, creation of blogs etc.

Note : Student teacher will draft a report on entire Activities. Internally college will conduct a practical examination and viva-voce.

Evaluation Procedure –

Internal Assessment = 50 marks

BED I YEAR (I SEMESTER)

Micro Teaching

Paper Code : BED-06/SEC

Internal Assessment: 50 Marks **Credit : 2**

Objectives

The students teacher will be able.

- To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable teacher trainers to master a number of teaching skills.
- To enable teaching trainers to gain confidence in teaching.
- To enable them to employes real teaching situation for developing skill.
- To enable team to get deeper knowledge regarding the art of teaching.

Micro teaching practical – Each paper teacher will undergo micro teaching practice session for minimum five teaching skills in school subject under the supervision of concerned of teaching educator. This should be followed by two lessons on integration of skills.

Core Teaching Skills are

1. Skills of Probing Questions.
2. Skills of Explaning.
3. Skills of illustrating with examples.
4. Skills of stimulus variation.
5. Skills of reinforcement.
6. Skills of Questionninng.
7. Skills of using Block board
8. Skills of introducing a lesson.

Assessment is based on the following activities

1. Micro Lesson Plan	-	30 Marks
Teaching & Practice with record (Minimum five)		
2. Two lesson plan and practice on integration of teaching skills with record		10 Marks
3. Viva-voce on Lesson plan & Teaching practice	-	10 Marks
Total	**-**	**50 marks**

Learning out Comes -

After completing their practice in micro lession it will helps to develop and master important teaching skills. It employes real teaching situation for developing skills.

BED I YEAR (II SEMESTER)

Course Code: BED8300P

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BED-09/ DCC	Knowledge and Curriculum	3 Hrs	4	---	4	30	70	100	12	28
	2.2	BED-10/ DCC	Understanding Disciplines and Subjects	3 Hrs	4	---	4	30	70	100	12	28
	2.3	BED-11/ DCC	Gender, School and Society	3 Hrs	4	---	4	30	70	100	12	28
	2.4	BED-12/ DSE	Pedagogy of School Subject (First Subject)	3 Hrs	4	---	4	30	70	100	12	28
	2.5	BED-13/ GEC	Paper to be selected from Pool A		---	---	2	50	---	50	25	---
		BED-14/ CEE	Community Work		---	---	2	50	---	50	25	---
		BED-15/ DCC	School Internship (Phase I, 1V weeks) Internal assessment		---	2	2	50	---	50	25	---
		BED-16/ DCC	**Final Lession**		---	4	4	100	---	100	---	50
			Total				**26**			**650**		

BED I YEAR (II SEMESTER)

Pedagogy of School Subject
First Subject

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of General Science*
- *Pedagogy of Mathematics*
- *Pedagogy of Financial Accounting*

BED I YEAR (II SEMESTER)

KNOWLEDGE AND CURRICULUM

Paper Code: BED-09/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives

The student teacher will be able

- To know the perspectives in education.
- To focus on epistemological base of education between knowledge and skill teaching and training – 'Knowledge and information and reason and belief to engage with the enterprise of education.
- To discuss the basis of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To help prospective teachers to take decision about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning that inform it.
- To focus on social base of education.
- To help prospective teachers to understand the process of curriculum development.

Unit – I : Knowledge and Education

1. Concept, meaning & nature of knowledge
2. Epistemological basis of education, distinctions between 'knowledge' and 'skill', 'teaching' and training' 'knowledge and information and reason and belief
3. Upanished and Bhagvat gita with special reference to the enterprise of education epistemology and educational & pedagogic practice.

Unit – Ii _ Modern child centered Education

1. Modern centered education – Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka & Tagore.
2. Modern child centered education- Activity, discovery and dialogue with reference to Dewey, Plato, Buber and Freire.

Unit – III : Concept & Types of Curriculum

1. Meaning & Concept of curriculum, four perspectives of curriculum, Traditionalist, conceptual Empiricist, Reconceptualists, social constructivists, Types of curriculum,

concept of syllabus, relationship between the curriculum framework and syllabus, socio – political bases of curriculum framework.
2. Curriculum as an agent of social change.

Unit IV : National Issues

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (with special reference to Tagore (2003) and krishnamurti (1992)
2. Social basis of education in the context of society in relation to democracy, Industrialization and Ideas of Individual Autonomy Equality and social Justice.

Unit – V : Cotemporary bases of curriculum

1. Globalization, Localization and Privatization, political ideology and technological inferences economics necessities in reference to curriculum.
2. Cultural context of students – multicultural, multilingual aspects/critical issues.
3. Environmental concerns, gender differences inclusiveness, value concerns and issues, social sensitivity.

Practicum/Field work

1. Orgainse a workshop related to curriculum development.
2. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (any one level) and draft a report of work.
3. Play a drama on good discipline in school.
4. Organize tree plantation program with the involvement of community members and school.
5. Prepare project on NCF 2005.
6. Analysis of social myths in the light of scientific values and culture, life skills etc.
7. Organize a stage play or drama on educational thought of mahatma Gandhi/Ravindra Nath Tagore.
8. Organize child centered activity of children education and values based on Gandhian/Tagore.

Evaluation procedure	100 marks
Any two practicum work and test including (Unit I to V)	30 marks
External Evaluation	70 marks

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- www.yourdictionary.com: Core Curriculum
- https://www.quora.com: Core Curriculum www.ascd.org: What is Core Curriculum
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Learning out Comes -

The student teacher will understand the knowledge aim of education and knowledge construction as process; will understand the various principles and processes of curriculum development.

BED I YEAR (II SEMESTER)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Paper Code : BED-10/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student's teacher will be able

- To reflect on the nature and role of disciplinary knowledge inthe school curriculum.
- To know the pardigm shifts in the nature of disciplines.
- To study the methods of study and validation of knowledge inchanging scenario.
- To know a school subject and how the context was selected, framed in the syllabus and how it can be transformed so that the learner construct their own knowledge throgh it.

Unit - I : Disicplinary Knowledge

1. Knowledge – definition, its genesis and general growth from the remote past to 21st century.
2. The Notion of knowledge: as being firm and objective, impersonal and with a coherent structure in social and political contexts, the notion of knowledge in divers, dialogical subjective, fluid and porous frame.

Unit - II : Disiciplinary areas

1. Introduction to disciplinary areas, especially social science, natural science and linguistics.
2. Nature of discipline: Positive, Normative and speculative, disciplinary, interdisciplinary multi disciplinary, and trans disciplinary.
3. Displine and its basic question, the methods of study and validation of knowledge.

Unit – III : Content of discipline

1. Theory of content – the basis of content selection, framing in syllabus.
2. Transformation of content for construction of learners own knowledge through it.

3. Social history for the basis of inclusion or exclusion of a subject area from the school curriculum, criteria of inclusion or exclusion of a subject area from the school curriculum.

Unit – IV : Development in Discipline

1. Notion of the ‚disciplinarity doctrine‘, school subjects – displine – oriented vs learner orientad, school subject as the tool for social change and national development.
2. Changes in school subjects in pre independence and post independence India.

Unit - V : Designing of disciplines

1. Differentiats among curriculum, syllabus and text books.
2. Designing of curriclum, syllabus and text book.
3. Criteria of selcetion good text books, magazine and journal.

Practicum/Field Work

1. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
2. Workshop on writing a paper for book, magazine and journal.
3. Analyse the periodicals like newspaper magazine journals etc. in the light of social needs of science /social science/maths etc.
4. Make a project related to framing horticulture or hospitality by which student may acquire knowledge of multidisciplines

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will know psychosocial context of language development will understand the nature and role of disciplinary knowledge in the school curriculum.

BED I YEAR (II SEMESTER)

GENDER, SCHOOL AND SOCIETY

Paper Code: BED-11/DCC

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able:

- To know the difference between gender and sex.
- To develop basic understanding and familiarity with key concepts – gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- To know the learning and challenges of gendered roles in society.
- To study various aspects of gendered roles, relationship and ideas in textbooks and curricula.
- To study the overview of girl education in India.
- To acquaint with gender just education and ways & means to promote.
- To know the process of gender sanitization in teaching learning process.

Unit I : Gender Issues : Key Concepts

1. Gender and sex : Meaning of gender and sex, meaning and experience of being boy or a girl across different social groups, regions and time period.
2. Gender bias, gender stereotyping and empowerment.
3. Equity and equality in relation with caste class, caste, religion, ethnicity disability, and region.

Unit II : Gender Identities and socialization practices in

1. Process of socialization, gender identity construction (at home, school, peers, teachers curriculum and text books etc.) and influenced by media and popular culture (films, advertisements , songs etc.) formulation of positive notion of sexuality.
2. Learning and challenges of gendered roles in society through a variety of institutions (like family, caste, religion, culture, the media and popular culture (films, advertisement songs, etc.) law and the state.

Unit - III : Schooling of girls

1. Overview of girl education in India with special reference to Rajasthan. (Historical perspective to current status)
2. Role of schools, peers, teachers, curriculum and textbooks, etc in challenging gender inequalities or reinforcing gender parity.
3. Concept of gender just education, access of education and factors affecting it, factors affecting unequal access of education to girls.

Unit - IV : Gender sensitive teaching learning process

1. Gender sensitization in teaching learning process, formulation of curriculum (with gender perspective), gender sensitization in teaching training institutions, current trends towards gender sensitization issues and challenges in regards to working towards gender equality in the classroom. Strategies to prepare pedagogic material to promote gender just education.

Unit – V : Gender, sexuality, sexual Harassment and abuse.

1. Women at work place, sites of conflict : Social and emotional, Development of sexuality, including primary influences in the lives of children (Such as gender, body image, role models)
2. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
3. Agencies perpetuating violence : Family, school, workplace and media (Print and electronic)
4. Importance of life skill courses in school to deal with the issues of gender identity roles.

Practicum/Field Work

1. Analysis to textual materials from the perspective of gender bias and stereotype.
2. Debates and discussions on violation of rights of girls and women.
3. Case study on how students perceive role models in their own lives, Debate must be conducted in school among adolescence.
4. Prepare an analytical report on portrayal of women in print and electronic media.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will know and explain difference between gender and sex they can describe women education and various laws of protecting them.

BED I YEAR (II SEMESTER)

Pedagogy of School Subject
(First Subject)

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of General Science*
- *Pedagogy of Mathematics*
- *Pedagogy of Financial Accounting*

BED I YEAR (II SEMESTER)

PEDAGOGY OF HINDI

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

उद्देश्य

- भाषा की अलग अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाशायी विकास के प्रति समझ बताना और उसे सुमुन्नत करने के लिए विद्यालय में तरह – तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने – सिखाने के सृजनात्मक दृश्टिकोण को समझना

विषय वस्तु

इकाई 1 हिन्दी भाषा की प्रकृति व विषयपरकता

1. समाज में भाषा
   (अ) भाषा और लिंग
   (ब) भाषा और अस्मिता
   (स) भाषा और वर्ग
2. विद्यालय में भाषा
   (अ) घर की भाषा और स्कूल की भाषा में विषयवस्तु समझने में उनकी भूमिका
   (ब) ज्ञान सृजन और भाषा
   (स) विषय के रूप में भाषा और माध्यम भाषा में अतंर
   (द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका
3. संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति

(अ) धारा 343 – 351, 350
(ब) कोठारी कमीशन (64 से 66)
(स) राष्ट्रीय शिक्षा नीति – 1986, पी.ओ.ए. – 1992

इकाई – 2 स्कूली विषय के रूप में हिन्दी भाशा

स्कूली विषय के रूप में हिन्दी भाषा की निम्नलिखित विशयवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्श

1. हिन्दी भाशाः वर्णमाला स्वरसंधि, समास, काल, विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विशय के रूप में हिन्दी भाषा शिक्षण की चुनौतियाँ
3. रोचकता के साथ शिक्षण
4. स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
5. सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देष्य लेखन

इकाई 3 हिन्दी भाषा को सीखने – सिखाने की पद्धतियों/तरीके भाषा सीखने सिखाने की विभिन्न दृष्टियाँ

1. भाषा अर्जन और अधिगम की दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाषा सीखने सीखाने की बहुभाषिक दृष्टि – जॉन डुई, ब्रुनर, जे. प्याजे, एल. वायगात्स्की चॉम्स्की व भारतीय भाषाशास्त्रियों पाणिनी, कामता प्रसाद गुरू किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
3. भाषा अर्जन के आधुनिक तरीके
   भाषा शिक्षण की प्रचलित विधियाँ /प्रणालियाँ और उनका विश्लेषण
   1. व्याकरण अनुवाद प्रणाली
   2. प्रत्यक्ष प्रणाली
   3. ढाँचागत प्रणाली
   4. प्राकृतिक प्रणाली
   5. संप्रेशणात्मक प्रणाली

इकाई 4 हिन्दी भाषा का शिक्षाषास्त्रीय विश्लेषण व अधिगम आधार

1. संदर्भ में भाषा – संदर्भ में व्याकरण और संदर्भ में शब्द
2. भाषायी दक्षताएँ – सुनना, बोलना, पढ़ना और लिखना
   सुनना और बोलना – सुनने का कौशल, बोलने का लहजा – भाषाई विविधता और हिन्दी पर इसका प्रभाव, पढ़ने– पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहासता से संप्रेषणात्मक वातावरण का निर्माण
   पढना – पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन–पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थियॉरस, शब्दकोष और इन्साइक्लोपीडिया का उपयोग/महत्त्व।

लिखना – लिखने के चरण, लेखन – प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

भाषा का स्वरूप

1. भाषायी व्यवहार के विविध पक्ष – नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ,
2. भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाए।

इकाई 5 हिन्दी भाषा में मूल्यांकन

1. भाषा विकास की प्रगति का आकलन – सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. प्रश्नों का स्वरूप, प्रश्नों के आधार बिन्दु – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

गतिविधि /पोर्टफोलियो/परियोजना कार्य (कोई दो)

1. हिंदी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी शैली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. बालकों की पारिवारिक पृष्ठभूमि के संम्बन्ध में संवाद स्थापित करते हुए उनके भाषा कौशल को परिवेशगत प्रभाव के आधार पर परखिए।
4. किसी विषयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

संदर्भ पुस्तकें :

1. हिन्दी शिक्षण रमन बिहारीलाल
2. हन्दी भाषा शिक्षण भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह

4. हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
5. भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
6. मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
7 .भाषा ब्लूम फील्ड
8. शुद्ध हिन्दी डॉ0 भागीरथ मिश्र
9 .हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
10. हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
11. अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
12 .व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
13. नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
14. शब्दार्थ दर्शन – रामचन्द्र वर्मा
15. भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी 16.हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

Web Links:

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Learning out Comes -

The student teacher will understand the pronunciation pattern and nature of Hindi language. They will understand about the teaching of prose, poetry and drama.

BED I YEAR (II SEMESTER)

PEDAGOGY OF ENGLISH

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives

The student teacher will be able to:

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- Develop creativity among learners
- Examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

Course Content

Unit -I: Nature & Role of English Language as a discipline

1. Nature of English language
2. English as a global language
3. Aspects of Linguistic Behaviour: Language as a rule-governed behaviour
4. Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.
5. Linguistic System: The organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.

6. English Language And Society: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,

7. Language In School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.

Unit -II : POSITION OF ENGLISH IN INDIA

Role of English Language In The Indian Context:

1. Position of English as second language in India
2. English and Indian languages
3. Challenges of teaching and learning English
4. Formal & informal learning of English
5. Understanding the following labels used in the dictionaries in Indian context Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written.

Unit – III : AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

1. Different Approaches/Theories To Language Learning And Teaching (Mt&Sl)

1. Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

2. A Critical Analysis Of The Evaluation Of Language Teaching Methodologies:

1. *Grammar translation method*
2. *Direct method*
3. *Structural-situational method*
4. *Audio-lingual method*
5. *Communicative approach*

Unit - IV: Acquisition Of Language Skills For English As A School Subject

Grammar & Vocabulary

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of Building Vocabulary.
3. Dictionary as a formal source of vocabulary building

Instructional Design

- Logical arrangement of Instructional Design for teaching any topic

- Steps for teaching a prose lesson
- Steps for teaching a poetry lesson

Acquisition of Language Skills (In Reference To English): Listening, Speaking, Reading And Writing.

- Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
- Major barriers of Listening, Speaking, Reading & Writing Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading Writing skills & challenges.
- Innovative practices in developing LSRW skills.

UNIT – V : EVALUATION STRATEGIES OF ENGLISH

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Activities/Practicum/Fieldwork (Any two of the following)

- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

  (i) How the different forms of language have been introduced?
  (ii) Does the language clearly convey the meaning of the topic being discussed?
  (iii) Is the language learner-friendly?
  (iv) Is the language too technical?
  (v) Does it help in language learning?

- Now write an analysis based on the above issues.
- Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced,

family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

- Preparation of five cards, five pictures cards and five cross word puzzles.
- Keeping in view the needs of the children with special needs prepare two activities for English teaching.
- Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

References:

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- http://www.language-education.com/eng/index.asp
- http://www.edufind.com/english/grammar/
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- http://www.englishclub.com/
- http://www.webenglishteacher.com/index.html

Learning out Comes -

The student teacher will understand how the teacher of a language affects teaching and learning will use different methods of teaching English & skillfully.

BED I YEAR (II SEMESTER)

संस्कृत का शिक्षण शास्त्र

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त–

- भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।
- भारत में संस्कृत भाषा की स्थिति एवं महत्व को समझ सकेंगे।
- संस्कृत भाषा के तत्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के सिद्वान्त, सूत्र, सामान्य एवं विशिष्ट उद्देश्यों को समझ सकेंगे।
- मूलभूत भाषा कौशलों, जैसे–श्रवण, भाषण, वाचन एवं लेखन के सम्प्रत्यय, महत्व एवं विकास को समझ सकेंगे।
- संस्कृत शिक्षण की विभिन्न विधियों एंव उपागमों का प्रत्यास्मरण कर सकेंगे और इनका समुचित प्रयोग कर सकेंगे
- संस्कृत साहित्य की विधाएँ,जैसे– गद्य, पद्य, कथा, नाटक आदि का सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियों व सोपानों को समझ सकेंगे और इनमें इकाई योजनाओं एवं पाठयोजनाओं का निर्माण कर सकेंगे।
- संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए उचित शिक्षण सहायक साम्रगी एवं साधनों का चयन निर्माण एवं उपयोग कर सकेंगे।
- संस्कृत शिक्षण में विभिन्न प्रकार के प्रश्नों की रचना कर सकेंगे।
- माध्यमिक शिक्षा बोर्ड, राजस्थान के नमूने (पेटर्न) के आधार पर संस्कृत पाठ्यपुस्तक पर प्रश्न पत्र तैयार कर सकेंग
- संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

इकाई –1 भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्त्व एवं तत्व

1. भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं शक्ति।
2. घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रितता
3. भारत में संस्कृत भाषा की स्थिति

   1 भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343–351,350 अ)

2 संस्कृत भाषा संबधी नीतियां –संस्कृत आयोग (1956–57),कोठारी आयोग (1964–66) राष्ट्रीय शिक्षा नीति (NPE)- 1986ए क्रियान्वयन कार्यक्रम (POA)- 1992 राष्ट्रीय पाठ्यचर्या रूपरेखा–2005(भाषा शिक्षा) – संस्कृत की स्थिति

4. संस्कृत भाषा का महत्त्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएं, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्त्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्त्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएं
5. संस्कृत भाषा के तत्व शब्दरूप, लिङ्ग–ज्ञान, धातु रूप (दश लकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य संरचना एवं वाच्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई –2 संस्कृत भाषा शिक्षण के सिद्वान्त, सूत्र एवं उद्देश्य

1. संस्कृत भाषा शिक्षण के सिद्धान्त, कक्षा शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त, अभ्यास का सिद्धान्त आदि ।
2. संस्कृत भाषा शिक्षण के सूत्र
3. संस्कृत शिक्षण के उद्देश्य
   1 सामान्य एवं विशिष्ट उद्देश्यों में अन्तर
   2 विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)
   3 विशिष्ट उद्देश्यों का व्यवहारगत शब्दावली में निर्धारण

इकाई –3 संस्कृत भाषा शिक्षण कौशल, विधियां एवं उपागम

1. संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशलों का सम्प्रत्यय, महत्त्व एवं विकास, भाषायी शिक्षण कौशलों को विकसित करने की पाठ्यसहगामी गतिविधियां श्लोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका, भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोतरी, सृजनात्मक लेखन, भाषायी खेल।
2. संस्कृत भाषा शिक्षण की विधियां, पाठशाला विधि, पाठ्यपुस्तक विधि, व्याकरण–अनुवाद विधि,प्रत्यक्ष विधि, द्विभाषाविधि।
3. संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम।

इकाई –4 संस्कृत साहित्य की विभिन्न विधाएं, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

1. संस्कृत साहित्य की विभिन्न विधाएं जैसे – गद्य, पद्य, कथा, नाटक, व्याकरण एवं रचना के सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियां एवं सोपान
2. इकाई योजना एवं पाठ योजना का नियोजन।

इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।
पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।
इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन

प्रिन्ट मीड़िया व अन्य वाचन–सामग्री जैसे – अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचार पत्र, कक्षा पुस्तकालय इत्यादि।

दृश्य–श्रव्य साधन जैसे–वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, श्याम पट्ट, फ्लेश कार्ड, टेप रिकार्डर,पारदर्शी, रेडियो, कम्प्यूटर एवं सीड़ी इत्यादि।

इकाई–5 संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

1 वस्तुनिष्ठ प्रश्न – रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पीप्रश्न, सुमेलन पद प्रश्न, सत्य– असत्य प्रश्न,

2 अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,

3 निबंधात्मक प्रश्न, समस्या–समाधान, सृजनात्मक, आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेशीय सजगता के प्रश्न।

1 भाषा विकास की प्रगति का आकलन सतत् एवं समग्र आकलन की तकनीक, मौखिक, लिखित,स्व आकलन, शलाका आकलन, सहपाठी आकलन एवं समूह आकलन

2 विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण,उत्तर एवं अंकयोजना, पद विश्लेषण

सत्रीय कार्य

निम्नाकित में से किन्ही दो गतिविधियों का चयन कर प्रतिवेदन तैयार करना।

1. रा.मा.शि.बोर्ड द्वारा कक्षा 10 के संस्कृत छात्रों के लिए निर्मित प्रश्नपत्र का विशिष्ट उद्देश्य एवं भाषा शुद्वता को ध्यान में रखकर विश्लेषण करना।
2. कक्षा 8 के संस्कृत छात्रों के लिए विभिन्न तालिकाओं सहित नीलपत्र बनाकर एक आदर्श प्रश्नपत्र संस्कृत में तैयार करना।
3. माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त किसी एक पर–अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार और वाक्य में से कक्षा शिक्षण संव्यूहन तैयार करना।
4. शिक्षण प्रदर्शन की चर्चा कर और उपर्युक्त सुझाव देकर एक प्रतिवेदन तैयार करना।
5. संस्कृत की किसी कथा से संबधित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will know the importance of Sanskrit. They will understand the skill of Sanskrit Language.

BED I YEAR (II SEMESTER)

PEDAGOGY OF URDU

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The student teacher will be able to :-

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language; Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation; Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation; Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels; Understand constructive approach to language teaching and learning; Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;

Course Content

Unit – I : Nature & Role of Urdu as a Discipline Urdu Language: Concept, Nature & Origin & Development

Language And Society:

1. Language and gender
2. Language and identity

3. Language and power
4. Language and class (society).

3. **Language In School**:

1. Concept of home language and the school language
2. Language and construction of knowledge
3. Difference between language as a school-subject and language as a means of learning and communication
4. Multilingual classrooms

4. **Constitutional Provisions And Policies Of Language Education**:

1. Position of languages in India
2. Constitutional provisions and policies of language education (Articles 343, 351, 350A)
3. Kothari Commission (1964-66);
4. National Curriculum Framework-2005 (language education)
5. Position of Urdu as first, second and third languages in India.

Unit - II: Position of Urdu Language As A School Subject In India

Role of Urdu Language In India:

1. Origin and development of Urdu Language
2. Pre-and post-partition Different forms of urdu
3. Urdu as a language of knowledge
4. Urdu at International level
5. Challenges of teaching and learning Urdu
6. Changing trends & goals in reference to Urdu

Unit – III : An Overview Of Language Teaching & Methodologies

1. Different Approaches/Theories/ To Language Learning And Teaching (Mt&Sl):

   Philosophical, social and psychological bases of approaches to Language

   1. Acquisition and Language learning
   2. Inductive and deductive approach

2. **A Critical Analysis of the Evaluation Of Language Teaching Methodologies**:

   1. Grammar translation method
   2. Direct method
   3. Structural-Situational method
   4. Audio-lingual method
   5. Natural method
   6. Communicative approach.

Unit - IV: Pedagogical Analysis &Evaluation Strategies of Urdu

1. **Aspects of Linguistic Behaviour**: Language as a rule-governed behaviour and linguistic variability; Pronounciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.
2. **Linguistic System**: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

3. **Assessment Strategies**
   1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
   2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting–Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
   3. Feedback to students, parents and teachers.

Unit V: Acquisition of Language Skills for Urdu As A School Subject

1. **Grammar in Context; Vocabulary In Context.**
2. **Acquisition of Language Skills**: Listening, speaking, reading and writing.
   - Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
   - Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
   - Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higherorder skills; elementary knowledge of Urdu Script(Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta)

Practicum/activities/Field work (Any Two of the following)

1. Assign a task to the students to collect at least 15 Motivational 'Urdu Shayaries' of renowned 'Shayar' and prepare a report of the same for presenting it in class.
2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.
3. Do a survey of five schools in your neighbourhood to find out:
   i. Level of introduction of Urdu
   ii. Materials (Textbooks) used in the classroom
4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least

10 general questions to find out that how Urdu is understood around.

5. Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will understand the different roles of language. They will understand the importance of homme language and school language.

BED I YEAR (II SEMESTER)

PEDAGOGY OF SOCIAL SCIENCE

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Social Science as a Discipline

1. Meaning, Concept, Needs of social science teaching.
2. Nature and scope of social science teaching.
3. Historical development of social science as a discipline.
4. Changing areas of social science as a subject.

Unit – II : Social science as a school subject

1. Importance of social science in school curriculum.
2. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.
3. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.
4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

Unit III: Methodology of Teaching-learning of social science

1. Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling.Excursion and team teaching as a method.
2. Planning, organizing and conducting of small community survey.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   a. History – Chronological events and their inter relatedness, epoch-making events.
   b. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.
   c. Civics – Fundamentals of democratise society and developing good citizenship.
   d. Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.
2. Modes of learning engagement in social studies -
   a. Providing opportunities for group activities
   b. Group/Individual Presentation
   c. Providing opportUnities for sharing ideas
   d. Teaching aids and activities in laboratory work
   e. Reflective written assignments
   f. Library survey
   g. Field trips

Unit V: Assessment & Evaluation of Social Science learning

1. Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
   a. Planning of evaluation in social science
   b. Formative and summative evaluation in social science
   c. Continuous and comprehensive evaluation (CCE) in social sciences at secondary level
   d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Construction of achievement test/question paper in social science.

Practicum/Field Work (Any two of the following)

1. Identify and interprete news related to positive social changes or initiation.
2. A Panel discussion “good social environment for good ecological environment.”
3. Conduct a commUnity survey on some existing social problem and find out the reasons of the problem.
4. Write a reflective journal on the effect of globalisation in villages (specified village).
5. Choose any one area of social science (History, Geography, Economics & Civics) &

prepare a portfolio of any one eminent personality of that subject.

Evaluation Procedure	*100 Marks*
Any two practicum & test	*30 Marks*
(Covering Unit I to V)	
External Evaluation	*70 Marks*

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Learning out Comes -

The student teacher will understand the changes areas if Social Science as a subject and importance in School curriculum.

BED I YEAR (II SEMESTER)

PEDAGOGY OF GENERAL SCIENCE

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives-

1. Student-teachers will be able to-
2. Understand General Science as an interdisciplinary area of learning.
3. Understands aims and objectives of teaching General Science at different levels.
4. Explore different ways of creating learning situations for different concepts of science:
5. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
6. Facilitate development of scientific attitudes in learners.
7. Examine different pedagogical issues in learning science. 6. Stimulate curiosity, inventiveness and creativity in science.
8. Develop ability to use science concepts for life skills.
9. Develop competencies for teaching, learning of science through different measures.
10. Construct appropriate assessment tools for evaluating learning of science.
11. Understands the CCE pattern of Evaluation.

Course Content

Unit 1: Nature of General Science as a Discipline

1. Meaning, Concept, Needs of General science teaching.
2. Nature and scope of General science teaching
3. Main discoveries and development of science (special reference to ancient India) Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as an interdisciplinary area of learning (Physics, chemistry, biology etc.); science for environment, health, peace & equity, science and society.Fact, concept, principles, laws and theories- their characteristics in context of general science.
4. Constructivist approach in learning General Science.

Unit 2: General science as a school subject

1. Importance of General science in school curriculum.
2. Aims& objectives of teaching General science at secondary level. Writing objectives

in behavioural terms. Bloom's taxonomy(revised).

3. Correlation of General Science with other School Subjects
4. Changing trends and goals of teaching General Science with reference to N.C.F. 2005.
5. Concept mapping of themes related to General Science.

Unit III: Methodology of Teaching and learning of General science

1. Methods and devices of teaching General science at secondary level – Lecture-cum-Demonstration, Project, Problem solving,Heuristic, Laboratory method.
2. Techniques of teaching General Science

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   a. Physics –light, Electricity, magnetism, Gravitation, Work and Energy, Sound
   b. Chemistry– Atom And molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metaland non-metals
   c. Biology –Cell and its Structure, Life processes, Diversity in living organisms,
   d. Environmental Science– Our Environment , natural resources and its management
2. Modes of learning engagement in General Science-
   a. Providing opportUnities for group activities and observations.
   b. Group/Individual Presentation
   c. Providing opportUnities for sharing ideas
   d. Teaching aids and activities in laboratory work
   e. Reflective written assignment

Unit V: Assessment & Evaluation of General Science learning

1. Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Sciences.
5. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work-

Any two of the following

1. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
2. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
3. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
4. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Evaluation Procedure	100 Marks
Any two practicum & test	30 Marks
(Covering Unit I to V)	
External Evaluation	70 Marks

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Learning out Comes -

The student teacher will develop ability to use science concepts for life skills.

BED I YEAR (II SEMESTER)

PEDAGOGY OF MATHEMATICS

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

The students will be able to-

- Gain insight into the meaning, nature, scope and objectives of mathematics
- Appreciate mathematics as a tool to engage the mind of every student.
- Understand the process of developing the concepts related to Mathematics.
- Appreciate the role of mathematics in day to day life.
- Learn important mathematics: mathematics more than formulas and mechanical procedures.
- Pose and solve meaningful problems.
- Construct appropriate assessment tools for evaluation mathematics learning.
- Understand methods and techniques of teaching mathematics.
- Perform pedagogical analysis of various Topics in mathematics at secondary level.
- Understand and use I.C.T. in teaching of mathematics.
- Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

Course Contents

Unit: I - Nature of Mathematics as a Discipline

1. Mathematics is not merely subject of computations skill, it is much more, it has a logical structure.
2. Nature of mathematics – building blocks of mathematics (Concept, objectives, variables, function & relation, symbolization)
3. Important processes of mathematics-estimation, approximation, understanding or visualizing pattern representation, reasoning & proof, making connections, mathematical communication.
4. Historical development of mathematics as a discipline Contribution of Indian and western mathematicians like Ramanujan, Aryabhatt, Bhaskarcharya, Pythogorous and Euclid.
5. Constructivist approach in learning mathematics.

Unit: II - Mathematics as a School Subject

1. Importance of mathematics in school curriculum.
2. Aims and objectives of teaching mathematics at secondary level. Writing objectives in behavioral terms. Bloom's taxonomy (revised)
3. Correlation of mathematics with other school subjects.
4. Changing trends and goals of teaching mathematics with reference of NCF 2005 Concept mapping of themes related to mathematics.

Unit: III Mathematics as a School Subject

1. Nature of concept, concept formation and concept assimilation.
2. Methods of teaching mathematics at secondary level –

   (a) Lecture cum demonstration

   (b) Inductive-Deductive

   (c) Problem Solving

   (d) Project

   (e) Heuristic

   (f) Analytic & Synthetic
3. Techniques of teaching mathematics

   (a) Oral work

   (b) Written work

   (c) Drill work

   (d) Home assignment

Unit: IV - Pedagogical analysis and mode of learning engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

   (a) Number system

   (b) Measures of central tendency

   (c) Congruency and similarity

   (d) Trigonometrical ratios and identities

   (e) Area and Volume

   (f) Profit, loss and partnership

   (g) Compound interest

   (h) Graphical representation data
2. Modes of learning engagement in mathematics

(a) Providing opportUnities for group activities

(b) Group/Individual Presentation

(c) Providing opportUnities for sharing ideas

(d) Designing different Working Models for concept formation

(e)Teaching aids and activities in laboratory work (f)Reflective written assignments

Unit: V Assessment & Evaluation of Mathematics learning

1. Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning-

   a) Planning of evaluation mathematics

   b) Formative, Summative and predictive evaluation in mathematics

   c) Continuous and compressive evaluation (CCE) in mathematics at secondary level

   d) Diagnostic Testing, Remedial Teaching and enrichment programme for:
      i. Gifted Learners
      ii. Slow Learners
      iii. Learners with Dyslaxica
      iv. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measure to overcome them.

2. Construction of achievement test/question paper in mathematics

Practicum/Field Work-

Any two of the following-

1. Prepare a Concept map related to any theme of Mathematics and Explain how it facilitates teaching and learning.
2. Prepare a project related to Mathematics and report your steps.
3. Prepare a power point presentation on brief history and contribution of two mathematicians.
4. Conduct a group activity on any topic of mathematics and report your Experiences. Observation of Mathematics class-room teaching in any secondary school and prepare a list of errors committed by students.

Evaluation Procedure	100 Marks
Any two practicum & test	30 Marks
(Covering Unit I to V)	
External Evaluation	100 Marks

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Learning out Comes -

The student teacher will appreciate the role of mathematics as a tool to engage the mind of every student.

BED I YEAR (II SEMESTER)

PEDAGOGY OF FINANCIAL ACCOUNTING

Paper Code: BED-12/DSE

Internal Assessment: 30 **Total Marks: 100**

External Assessment: 70 **Credit : 4**

Objectives:

Pupil teacher will be able

- To help the students to acquire the basic understanding in the field of Financial Accounting education.
- To develop the ability to plan curriculum and instructions in Financial Accounting at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- To develop the ability of fair & comprehensive evaluation.
- To develop commercial efficiency among students

Course Content

Unit - I: Nature of Financial Accounting as a Discipline

1. Meaning, Nature & Significance of Financial Accounting as a Discipline.
2. Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
3. Historical Development of Financial Accounting.
4. Nature of contents at Senior Secondary in CBSE & RBSE Boards.
5. Interrelatedness of the contents.
6. Role of accounting in business conduction.
7. Increasing complexities in Accounting

Unit - II: Financial Accounting as a School Subject

1. Maxims of Teaching Financial Accounting.
2. Co-relation with other forms of account.
3. Characteristic features of Modern Accounting Classroom
4. A brief introduction to company & its financial flow through Accounting
5. A brief introduction to management & cost accountancy.
6. A brief introduction of the steps to prepare the final accounts.

Unit- III: Methods & Techniques of Teaching & Learning of Financial Accounting

1. Conventional Method
2. Problem Solving Method
3. Explanation with Examples
4. ICT based Teaching
5. Assignment Technique
6. Internship
7. Computer Modules/Accounting applications

Unit- IV: Pedagogical Analysis and Mode of Learning Engagement

1. Teaching about various types of Books
2. Trial Balance
3. Final accounts with adjustments
4. Partnerships: Introduction, Admission, Retirement and Death & Dissolution
5. Issue of shares
6. Understanding the steps to make an Instructional Design

Modes of Learning Engagement & Instructional Design

1. Individual Power point presentation
2. Task assignment
3. Proceeding through textbook help
4. Understanding concepts in group
5. Preparing lesson plans & Unit plans
6. Logical arrangement of Subject Matter in Instructional Design.

Unit - V: Assessment & Evaluation in Financial Accounting

1. Process of Continuous & Comprehensive Evaluation
2. Evaluation in Financial Accounting- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
3. Diagnostic & Remedial Test

Practicum/Field Work

1. Visit any Institute/centre where students are trained for accounting through computer based modules & application software and find out the list of such software/module. Interview the students & the centre/organization owner about the trends and practices in the field.
2. Search on internet about prevalent financial accounting practices of any country in the world other than India & compile the findings
3. Collect all the news (From any renowned newspaper) related to financial issues in a particular month and put them on school/college bulletin Board and keep a file record with you.
4. Organize a talk of any expert of financial issues with the help of teacher educators and compile a report of a pre-planned question answer session therein.
5. Give a financial accounting based same question to five students and after getting written answers from them analyze the common mistakes committed.

Evaluation Procedure	100 Marks
Any two practicum & test	30 Marks
(Covering Unit I to V)	
External Evaluation	70 Marks

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Learning outcomes:

The student teacher will understand the nature of assessment and evaluation and their role in teaching learning process the will analyze the statistical methods and new trends in evaluation. The will develop commercial efficiency among students.

BED I YEAR (II SEMESTER)

Community Work

Paper Code: BED-14/CEE

Internal Assessment: 50 Marks **Credit : 2**

Objectives

The students teacher will be able.

- To understand the concept and importance of community participation.
- To evaluate the roles of different bodies of decentralized educational management in terms of quality education and community participation.
- To understand social and ethical norms for behaviour and recognize family, school and community and supports which is the best part of the college.
- To create an awareness of self-worth.
- To provide facilities for improving the conditions of life specifically for the poorer section of society.
- To stimulate self-reliance and self-development in local commities.

Activities

Activities during two weeks field engagement programme.

The institution will plan two weeks programme to address to the societal concerns and curriculum. In this programme institute must ensure that all the students select work worth two weeks programmmes and engaged in activities like:

- Thoretical orrientation to the concept of Nai Taleem propogated by Mahatma Gandhi including experiential learning & work education.
- Organizing plantation, cleanrness, roadsafety, Environment awareness, legal awarencess, Beti Bachao Beti Padhao etc. for developing awareness among society.
- Organization of rally or campaign on any social issue e.g. Polio, HIV, ElectrolRights, Blood donation camp, gender senitization etc.
- Gardening
- Cleanliness of the campus and beatification
- Community games
- Cultural programme
- S.U.P.W
- Decoration of classroonn,, Best out of waste material development, preparing decorative out of waste paper etc.

Note:

The students will prepare a report of the activities take up and submit to the institution. The record in the form of files will photography, short videos, material.

Internal evaluation will be done on the basis of files by students including picture short videos, material and viva-voce.

Evaluation Procedure

File record evaluation	40 Marks
Viva-voce	10 Marks