Curriculum
for
Bachelor of Education (ODL)

As per NCTE Regulations, 2014
(NCFTE, 2009)

School of Education
Vardhman Mahaveer Open University
Rawatbhata Road, Kota
Rajasthan, 324021

Annexure-II

Detailed Programme Structure

BED 01: Childhood and Growing Up (बचपन एवं विकास)

Full Marks: 100

Credit: 06

Outline of the course

Objectives:

1. To enable student teachers to get the introduction of childhood, child development and adolescence.
2. To develop understanding about children of different age groups, through close observation and interaction with children from diverse socio-economic and cultural backgrounds.
3. To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: family, schools, neighbourhoods and community.
4. To build an interdisciplinary framework to interpret and analyse observations and interactions.
5. To read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings.
6. To focus on the issues of marginalization, of difference and diversity, and stereotyping.
7. To get acquaintance with children's lived experiences like living in an urban slum, growing up as a girl and growing up in a dalit household.
8. To enable student teachers to know the experience of adolescence across different cultures.

Unit 01: Childhood: Introduction, children of different age groups, children from diverse socio-economic and cultural backgrounds.
बचपन: परिचय, विभिन्न आयु के बच्चे, विभिन्न सामाजिक-आर्थिक एवं सांस्कृतिक पृष्ठभूमि के बच्चे

Unit 02: Construct of Childhood: Understanding the construct of different socio-political realities, different childhoods within children's lived contexts: family, schools, neighbourhoods and community.
बचपन का संप्रत्यय: विभिन्न सामाजिक-राजनीतिक वास्तविकताओं में बचपन की अवधारणा की समझ, बच्चों के विभिन्न वास्तविक परिस्थितियों के सन्दर्भ में बचपन: परिवार, विद्यालय, पड़ोस और समुदाय

Unit 03: Know how of interdisciplinary framework to interpret and analyse observations and interactions to study childhood.
बचपन के अवलोकन व अध्ययन के अन्तःशास्त्रीय तरीके

Unit 04: Theories of child development (from cross-cultural psychology, sociology and anthropology), crucial aspects from the construct of childhood in regard to political, social and cultural dimensions.

बाल विकास के सिद्धांत (अन्तः सांस्कृतिक मनोविज्ञान, समाजशास्त्रीय तथा नृविज्ञान के सन्दर्भ में), राजनीतिक,सामाजिक तथा सांस्कृतिक सन्दर्भ में बचपन के संप्रत्यय से जुड़े महत्वपूर्ण पहलू

Unit 05: Theories of child development (Psychology), childhood and adolescence as constructed in different social-economic and cultural settings.
बाल विकास के सिद्धांत (मनोविज्ञान), विभिन्न सामाजिक-आर्थिक तथा सांस्कृतिक परिवेश में बचपन तथा किशोरावस्था की संकल्पना

Unit 06: Issues of marginalization, Children's lived experiences-living in an urban slum, growing up as a girl and growing up in a dalit household and like other adverse situations.

सीमांतीकरण से जुड़े मुद्दे, बच्चों के वास्तविक जीवन अनुभव- शहरी मलिन बस्ती के बच्चों का जीवन, लड़की के रूप में बड़े होना तथा दलित परिवार व अन्य विपरीत परिस्थितियों में बच्चों का पलना तथा बड़े होना

Unit 07: Experience of adolescence of children across different cultures and situations
विभिन्न संस्कृतियों तथा परिस्थितियों के बच्चों की किशोरावस्था का अनुभव

Unit 08: The Impact of urbanisation and economic change on construction and experience of adolescence of children.
बच्चों की किशोरावस्था के निर्माण एवं अनुभव पर शहरीकरण एवं आर्थिक परिवर्तन का प्रभाव

Unit 09: Role of Media in representations of gender, class and poverty to understand lived realities of children.
लिंग, वर्ग तथा गरीबी के सन्दर्भ में बच्चों के वास्तविक जीवन के निरूपण में मीडिया की भूमिका

Unit 10: Assumptions of notions of childhood and stereotypes, work and childhood, children in difficult circumstances and understanding of them; role of media in critical deconstruction of significant events in regard to child labour and others.
बचपन तथा रुढिवादिता की धारणाओं की मान्यता, कार्य और बचपन, कठिन परिस्थितियों में रहने वाले बच्चे और उनको समझना, बाल श्रम एवं जुड़े अन्य महत्वपूर्ण मुद्दे

Unit 11: Method of studying children's lived realities through biographies, stories, observations about children by parents and teachers, children's diaries, testimonies and the media.
वास्तविक परिस्थितियों में बच्चों के व्यवहार के अध्ययन के तरीके: जीवनी, कहानियाँ, माता-पिता एवं शिक्षकों द्वारा बच्चों के व्यवहार का अवलोकन, बच्चों की डायरी, साक्ष्य एवं मीडिया एवं विभिन्न संस्कृतियों के माध्यम से

Unit 12: Knowhow and importance of studying children in their natural settings, especially at play/in a community setting), and to interact with children using activities as a base to establish rapport.
वास्तविक परिस्थितियों में बच्चों के व्यवहार के अध्ययन के तरीके विशेषकर खेल के समय/ समुदाय में, तथा विभिन्न क्रियाओं के माध्यम से तादात्म्य स्थापना हेतु बच्चों से अंतःक्रिया करने की विधियां

Unit 13: Growing up in realistic contexts of children and universalistic normative notions of childhood and adolescents.
वास्तविक परिस्थितियों में बच्चों का पलना तथा बड़े होना एवं बचपन तथा किशोरावस्था की सार्वभौमिक मानक संकल्पना

Unit 14: Impact of caste and social class on lived experiences of children.
बच्चों के वास्तविक जीवन अनुभव पर जाति व वर्ग का प्रभाव

Unit 15: Lessons from the childhood of Rabindra Nath Tagore, J.J. Rousseau, Martin Luthar King (Junior), A P J Abdul Kalam, Hellen Keller, Louis Braille, Stephen Hawkins and Malala Yusafzai.
रवींद्र नाथ टैगोर, जे.जे.रूसो, मार्टिन लूथर किंग (जूनियर), ए.पी.जे.अब्दुल कलाम, हेलेन केलर, लुईस ब्रेल, स्टीफेंस हॉकिन्स तथा मलाला युसुफजई के बचपन से सीख

Unit 16: Role of community, family, crèche, and child correction home in protecting childhood in India.
बचपन की सुरक्षा में समुदाय, परिवार, क्रेच तथा बाल सुधार गृह की भूमिका

Unit 17: Childhood and changing trends in family structure, employment status of parents, and technological exposures (cartoons, video games, mobile phones, internet, social networking sites and toys).
परिवार का बदलता स्वरुप, माता-पिता की रोजगार की स्थिति एवं तकनीकी अनुप्रयोग (कार्टून, वीडियो गेम, मोबाइल फोन, इंटरनेट, सोशल नेटवर्किंग साइट और खिलौने)

Unit 18: Legal provisions, policies and schemes for children in India.
भारत में बच्चों के लिए कानूनी प्रावधानों, नीतियों एवं योजनायें

Unit 19: National (MWC, NIPCCD etc.) and International agencies (UNICEF, WHO, Red Cross etc.) working for children.

बच्चों के लिए कार्यरत राष्ट्रीय (महिला एवं बाल कल्याण मंत्रालय (MWC), लोक सहभागिता एवं बाल विकास राष्ट्रीय संस्थान (NIPCCD) इत्यादि) एवं अंतर्राष्ट्रीय (UNICEF, WHO, रेड क्रॉस इत्यादि) संस्थान

Unit 20: Role of NGOs in protecting childhood.

बचपन की सुरक्षा में गैर सरकारी संगठन के भूमिका

BED 02: Contemporary India and Education (समकालीन भारत और शिक्षा)

Credit: 06 **Full Marks: 100**

Objectives of the course

1. To enable the student- teachers to engage with studies on Indian society and education.

2. To enable the students- teachers to acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.

3. To enable the student- teachers to understand the diversity, inequality and marginalisation in society and the implications for education.

4. To enable the student- teachers to understand the concept of policy frameworks for public education in India.

5. To enable the student- teachers to critically understand the policy perspectives of education.

कोर्स का उद्देश्य

१. छात्र – अध्यापक को भारतीय सामाज एवं शिक्षा के अध्ययन हेतु योग्य बनाना |

२. छात्र – अध्यापक को समाजशास्त्रीय विश्लेषण के वैचारिक एवं विविध समुदायों, बच्चों और स्कूलों के अनुभवों कों साझा करने के योग्य बनाना |

३. छात्र – अध्यापक को विविधता , असमानता , एवं हाशिए के समाज तथा उसके शिक्षा के निहितार्थ कों समझने के योग्य बनाना

४. छात्र – अध्यापक को भारत में सार्वजनिक शिक्षा के लिए नीतिगत ढांचा की अवधारणा को समझने के योग्य बनाना|

५. छात्र – अध्यापक को गंभीर रूप से शिक्षा की नीति दृष्टिकोण को समझने के योग्य बनाना |

Outline of the course

Unit 01: Issues in Education: Equity and equality in education, Concept of diversity at the level of individual in regard to regions, languages, religions, castes, tribes, etc. Diverse communities and individuals and expectations from education, role of education in grooming children in diversified situation, role of education for collective living and tool for conflict resolution.

इकाई ०१ : शिक्षा के क्षेत्र में मुद्दे: शिक्षा में समता और समानता , क्षेत्रों, भाषाओं , धर्मों, जातियों , जनजातियों , आदि के संबंध में अलग-अलग स्तर पर विविधता की संकल्पना, विविध समुदायों और व्यक्तियों और शिक्षा से उम्मीदें विविध स्थिति में बच्चों को संवासे में शिक्षा की भूमिका, सामूहिक रूप से रहने में शिक्षा की भूमिका , एवं संघर्ष निवारण हेतु उपकरण |

Unit 02: Approach to attain equality of educational opportunity, provisions for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

इकाई ०२ : शैक्षिक अवसर की समानता को प्राप्त करने की विधियां, शैक्षिक अवसर की समानता का प्रावाधान , असमानता के कारण , और शिक्षा के क्षेत्र में समानता के आदर्शों की प्राप्ति की समानता के लिए प्रावधान, शिक्षा के क्षेत्र में समानता के आदर्शों की प्राप्ति |

Unit 03: Education as Human Rights, Child Rights and protective discrimination, Concept of Universalisation of Education, qualitative and quantitative aspects of Universalisation of Education, strategies for achieving universalisation of education, obstacles in universalisation of education in relation to access (physical and social), enrolment, retention and quality.

इकाई ०३ : मानव अधिकार, बाल अधिकार और सुरक्षात्मक भेदभाव के रूप में शिक्षा, शिक्षा का सार्वभौमीकरण का संप्रत्यय , शिक्षा का सार्वभौमीकरण की गुणात्मक और मात्रात्मक पहलुओं की संकल्पना , शिक्षा के सार्वभौमीकरण को प्राप्त करने के लिए रणनीति , नामांकन , प्रतिधारण और गुणवत्ता के सन्दर्भ में शिक्षा के सार्वभौमीकरण (भौतिक और सामाजिक) में बाधाएं |

Unit 04: Problems, issues and remedies for the education of marginalised section of community (gender, regions, languages, religions, class, castes, tribes, etc.).

इकाई ०४ समाज के हाशिए पर खड़े समुदाय की शिक्षा में समस्याएं, मुद्दे एवं उपचार (लिंग , क्षेत्र, भाषा , धर्म, वर्ग, जाति, जनजातियों , आदि) |

Unit 05: An introduction to the Constitution of India (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) with regard to 'constitutional values' and aims of education.

इकाई ०५ : भारत के संविधान का एक परिचय (विशेष रूप से प्रस्तावना , नागरिक और राज्य नीतियों निर्देशक सिद्धांतों के मौलिक अधिकारों और कर्तव्यों) ' संवैधानिक मूल्यों ' और शिक्षा के उद्देश्य के संबंध में ।

Unit 06: 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.

इकाई ०६ : भारत के संविधान में शिक्षा से संबंधित संशोधन(प्राथमिक शिक्षा , धार्मिक अल्पसंख्यक और भाषाई अल्पसंख्यक , भेदभाव के खिलाफ अधिकार, शिक्षा का माध्यम , के और समानता का अधिकार)

Unit 07: Modern education in India (impact of colonialism on traditional systems of education, emergence of Colonial education order: school education and modern universities)

इकाई ०७ भारत में आधुनिक शिक्षा (शिक्षा के पारंपरिक प्रणालियों पर उपनिवेशवाद के प्रभाव, औपनिवेशिक शिक्षा का उद्भव , स्कूल शिक्षा और आधुनिक विश्वविद्यालयों)

Unit 08: Personal, social, and national goals of education, Meaning of democracy, secularism, inclusion, multiculturalism and role of education, democracy and social pattern of society, role of education in national integration and emotional integration.

शिक्षा के व्यक्तिगत, सामजिक एवं राष्ट्रीय उद्देश्य , लोकतंत्र, धर्मनिरपेक्षता, समावेश, बहुसंस्कृतिवाद का अर्थ एवं शिक्षा की भूमिका , समाज का सामाजिक पैटर्न , राष्ट्रीय एकता और भावनात्मक एकीकरण में शिक्षा की भूमिका

Unit 09: Policies overview in regard to girl/women education in India, specific schemes to promote girl education like NPEGEL, KGBVY and others, educational provisions for marginalized section of the society (SC, ST, OBC, differently abled students)

भारत में लड़की / महिलाओं की शिक्षा के संबंध में नीतियों का सिंहावलोकन , विशिष्ट योजनाओं एनपीईजीईएल , KGBVY और दूसरों को, हाशिए पर समाज के खंड (अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग , अलग ढंग से विकलांग छात्रों) के लिए शिक्षा के प्रावधानों की तरह लड़की की शिक्षा को बढ़ावा देने के लिए

Unit 10: Macaulay's Minutes. Wood's Despatch, Hunter Commission, Gokhle-Bill,Wardha Scheme. Calcutta University Commission/Sadler Commission, Hartog Committee, Abbot-Wood Report, Sergeant Report

मैकाले मिनट। वुड डिस्पैच , हंटर आयोग, गोखले विधेयक, वर्धा योजना , कलकत्ता विश्वविद्यालय आयोग / सैड्लर आयोग , हार्टोग समिति, एबाट- वुड रिपोर्ट , सार्जेंट रिपोर्ट

Unit 11: British Education in India, Oriental – Occidental Controversy, A critique of educational system under British Rule, National Movement and Education System of India

भारत में ब्रिटिश शिक्षा – ओरिएंटल- पाश्चात्य विवाद, ब्रिटिश शासन के अधीन शिक्षा प्रणाली की समालोचना , राष्ट्रीय आंदोलन और भारत की शिक्षा प्रणाली

Unit 12: University Education Commission (1948-49), Secondary Education Commission (1952-53), Report of Education and National Development (1964-1966); National Education Policy (1968), National Policy on Education and its Programme of Action (1986/1992): Major suggestions and their implications.

विश्वविद्यालय शिक्षा आयोग (1948-49), माध्यमिक शिक्षा आयोग (1952-53), शिक्षा और राष्ट्रीय विकास की रिपोर्ट (1964-1966); राष्ट्रीय शिक्षा नीति (1968), राष्ट्रीय शिक्षा नीति और प्रोग्राम आफ एक्शन (1986/1992) : महत्वपूर्ण सुझाव और उनके निहितार्थ |

Unit 13: Learning the Treasure Within (Report to UNESCO of the International Commission on Education for the 21st Century-Jacques Delor's Report), Millennium Development Goals (MDGs) in relation to education, Learning Without Burden (Yashpal Committee Report (1992-93); Sarva Shiksha Abhyan : Genesis, targets and plan of action, Right of Children for Free and Compulsory Education (RTE) Act 2009 : Origin, salient features and critique, and MDM (Midday Meal).

लर्निंग द ट्रेज़र विदइन (यूनेस्को को अंतरराष्ट्रीय आयोग शिक्षा द्वारा 21 वीं सदी में शिक्षा पर रिपोर्ट : जेक्स डेलर्स रिपोर्ट), सहस्राब्दि विकास लक्ष्य (एमडीजी) शिक्षा शिक्षा के संबंध में बोझ के बिना सीखना (यशपाल समिति की रिपोर्ट (1992-93)] सर्व शिक्षा अभियान : उत्पत्ति, लक्ष्य और कार्रवाई की योजना , नि: शुल्क और अनिवार्य शिक्षा के लिए बच्चे का अधिकार (आरटीई) अधिनियम 2009: उत्पत्ति, मुख्य विशेषताएं और आलोचना , और मध्याह्न भोजन (दोपहर का भोजन)।

Unit 14: National Knowledge Commission (NKC, 2005): Major recommendations in regard to various aspects of primary and secondary education, Need and Objectives of

NCFSE – 2005 and NCFTE, 2009, RMSA (Rastriya Madhyamik Shiksha Abhiyaan), and RUSA (Rashtriya Uchhatar Shiksha Abhiyan),
राष्ट्रीय ज्ञान आयोग (एन.के.सी , 2005): प्राथमिक और माध्यमिक शिक्षा, जरूरत है और NCFSE के उद्देश्य के विभिन्न पहलुओं के संबंध में प्रमुख सिफारिशों - 2005 और NCFTE , 2009 , RMSA (राष्ट्रीय माध्यमिक शिक्षा अभियान), और RUSA (राष्ट्रीय उच्चतर शिक्षा अभियान) ,

Unit 15: Critique of colonial education vs. indigenous education in India and an overview of experiments with alternatives in education.
भारत में स्वदेशी शिक्षा बनाम औपनिवेशिक शिक्षा की समालोचना और शिक्षा के क्षेत्र में विकल्प के साथ प्रयोगों का एक सिंहावलोकन

Unit 16: Politics of language and its impact on school education, context of language policies in India, Multilingual education, Discourse on the medium of schooling (home language vs. standard language), Three Language Formula, the constitutional provisions, and the colonial debates on school language policies.
भाषा की राजनीति एवं स्कूल शिक्षा पर इसके प्रभाव , भारत में भाषा की नीतियों का संदर्भ, बहुभाषी शिक्षा, स्कूली शिक्षा के माध्यम पर परिचर्चा (घर की भाषा बनाम मानक भाषा), त्रिभाषा सूत्र , संवैधानिक प्रावधान, और स्कूल की भाषा नीतियों के सन्दर्भ में औपनिवेशिक बहस।

Unit 17: Liberalisation and globalisation of the Indian economy; pedagogic and curricular shifts, Transcending caste, religion, class and gender, Current concerns relating to plebianisation, public vs. privatization, quantitative expansion vs. qualitative control, exclusion vs. inclusion and stratification of education.
भारतीय अर्थव्यवस्था का उदारीकरण और वैश्वीकरण ; शिक्षण और पाठयक्रम में परिवर्तन , जाति , धर्म, वर्ग और लिंग्की सीमाओं कों लांघना , वर्तमान plebianisation से संबंधित चिंताओं सार्वजनिक निजीकरण बनाम , गुणात्मक नियंत्रण बनाम मात्रात्मक विस्तार , शिक्षा का समावेश और स्तरीकरण बनाम बहिष्कार

Unit 18: Educational Heritage of India, Vedic System of Education, Education in Ancient and Medieval India, characteristics of Gurukul, Matha & Vihar, Madarsas and Maktabs, the concept of Purusharthas, Traditional Indian Values.
भारत की शैक्षिक विरासत , शिक्षा की वैदिक प्रणाली, प्राचीन और मध्यकालीन भारत में शिक्षा, गुरुकुल , मठ विहार, मदरसों और मकतबों की विशेषताएं , पुरुषार्थ की अवधारणा, पारंपरिक भारतीय मूल्य।

Unit 19: Education During Buddhist Period, Nature of Buddhist Education, Comparison between Vedic and Buddhist-education, Buddhist Centers of Learning, Medieval (Islamic) Education.

बौद्ध काल के दौरान शिक्षा , बौद्ध शिक्षा की प्राकृति , वैदिक और बौद्ध के बीच तुलना, शिक्षा (सीखने के) के बौद्ध केंद्र, मध्यकालीन (इस्लामी) शिक्षा।

BED 03: Language across the Curriculum (पाठ्यक्रम में भाषा)

Full Marks: 50

Credit: 03

Objectives:

1. To understand children's language background for effective teaching and learning.
2. To get acquainted with the knowhow of oral and written language in the classroom to ensure optimal learning.
3. To be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
4. To create sensitivity to the language diversity that exists in the classrooms.
5. To enhance the theoretical understanding of multilingualism in the classroom.
6. 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.
7. To study the nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.
8. To understand the nature of reading comprehension in the content areas.

Unit 01: Language: Introduction, types, components, linguistic skills and interrelationship between language and literacy.

Unit 02: Language and teaching-learning process: Language and literacy background of students and teaching learning process, Language as a tool for pedagogical decisions, language and nature of students' learning.

Unit 03: Knowhow and significance of oral and written language to ensure optimal learning of the subject area

Unit 04: Ways and means to address the language diversity in the classroom, theoretical understanding of multiligualism in the classroom.

Unit 05: The home language and school language and teaching learning process, the power dynamics of the 'standard' language as the school language vs. home language or dilects

Unit 06: Deficit theory and discontinuity theory of language and teaching-learning process.

Unit 07: Understanding the nature of classroom discourse, strategies for using oral language in the classroom to promote learning in the subject area.

Unit 08: Discussion as tool for learning. The nature of questioning in the classroom, types of questions and teacher control.

Unit 09: Nature of reading comprehension in the content areas (informational reading), nature of expository texts vs. narrative texts, transactional texts vs. reflexive texts.

Unit 10: Schema theory, text structures, knowhow of examining content area of text books.

Unit 11: Strategies for reading text books, children-note making, summarizing; making reading-writing connections.

Unit 12: Know how of process writing; process of analyzing children's writings to understand their conceptions: ways and means of writing with a sense of purpose-writing to learn and understand

BED 04: Understanding Disciplines and Subjects (अनुशासन एवं विषयों का अवबोध)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum,
2. To know the paradigm shifts in the nature of disciplines.
3. To study the methods of study and validation of knowledge.
4. To know a school subject they must know the 'theory of content' – how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.

Unit 01: Discipline: connotation, areas, distinction with curriculum, syllabus, factors responsible for the emergence of various disciplines, disciplines and school curriculum

Unit 02: Introduction to disciplinary areas, especially social science, natural science and linguistics.

Unit 03: Nature of Discipline: Positive, Normative, and Speculative, disciplinary, interdisciplinary, multidisciplinary, and trans disciplinary

Unit 04: Discipline and its basic questions, the methods of study and validation of knowledge.

Unit 05: 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 diverse, dialogical, subjective, fluid and porous frame.

Unit 06: 'Culture specific knowledge', 'Culture free and universal' knowledge, and 'culture fair knowledge', changes in school curriculum over the period of time in humanistic perspective.

Unit 07: 'Theory of content' -the basis of content selection, framing in syllabus, and procedure of transformation so that learners construct their own knowledge through it.

Unit 08: 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 09: Notion of the 'disciplinarity doctrine', school subjects- discipline-oriented vs. learner-oriented, school subject as the tool for social change and national development, changes in school subjects in pre independence and post independence India.

Unit 10: **Processes of knowing:** Tenacity, authority, a-priori and a posterior (scientific inquiry), levels of cognition- knowledge, understanding, analysis, synthesis and evaluation (Revised Bloom's Taxonomy), ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations etc.

BED 05: Reading and Reflecting on Texts (मूल पाठों का पठन एवं उनकी मीमांसा)

Credit: 03 **Full Marks: 50**

Objectives:

1. Student teachers will also develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts.
2. This course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.
3. This course offers opportunities to read a wide variety of texts.
4. Students will analyse various text structures to see how these contribute to the comprehension of a text.

5. Student-teachers will 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 others' ideas.

Course outline

S. No.	Types of Text	No. of Text	Per Text Reflection Marks	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 sources	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

BED 06: Learning and Teaching (अधिगम एवं शिक्षण)

Credit: 06 **Full Marks: 100**

Objectives:

1. To enable the student teachers to develop understanding of concept of teaching and learning from socio-cultural and cognitive processes.
2. To enable the student teachers to compare the views of behaviorist, cognitive, and humanist about teaching and learning
3. To assist in gaining an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories

4. To help the student teacher to explain the relationship among variable in teaching learning process.
5. To understand a range of cognitive capacities and affective processes in learners
6. To aware the student teacher of different contexts of learning and situate schools as a special environment for learning
7. To enable student teacher to reflect on their own implicit understanding of the nature and kinds of learning
8. 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.
9. To enable student teachers to appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.
10. To motivate student teachers to plan teaching learning based on learner centered approaches.

Course Outline

Unit 1: Learning: Concept, nature, characteristics, types, and factors affecting it.

Unit 2: Understanding 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.

Unit 03: Cannons of Learning: Concepts and principles of each perspective and their applicability in different learning situations, relevance and applicability of various theories of learning for different kinds of learning situations. Jean Piaget, Bruner, Vygotsky, Rogers and Chomsky Theory of Learning and their educational implications.

Unit 04: How brain learns: Biological bases of learning, Understanding brain hemisphericity and process of learning, cognitive metabolism, brain hemisphericity and learning traits, educational implications of biological bases of learning for teachers.

Unit 05: Understanding learner: Development of a 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 interrelationships and implications for teachers (relevant ideas of Piaget, Bruner, Erikson and Kohlberg).

Unit 06: Key cognitive and affective processes: Meaning of 'cognition' and 'emotion'. Introduction to basic cognitive processes viz. perception, attention, memory, language development, thinking, problem solving, and motivation and their role in learning, socio-cultural factors influencing cognition and emotion, role of emotion in learning, and connotation of Learning Styles.

Unit 07: Factors affecting Learning: Place of curiosity, interest, active engagement and inquiry in learning at all levels, notion of learning as construction of knowledge, differences and connections between learning in school and learning outside school, powerful learning in a classroom with learners' motivation, and strategies to develop analytical tools to understand powerful learning.

Unit 08: Developing Creative thinking among learners: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming (special focus on Osborn, De Bono and Gordon), teaching for minimizing negative transfer and maximizing positive transfer of learning.

Unit 09: Physical and Socio-cultural Environment of School and Learning Process: Physical facilities in the school and school organisational climate, socio-cultural environment of school, textbook, curriculum, technological interventions and learning process.

Unit 10: Learning Environment: Ways of teaching and learning (small, large group, individualised and collaborative teaching and learning), Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

Unit 11: Foundations of Teaching: Concept, nature, characteristics of teaching, functions of teaching, principles of teaching, phases of teaching, Teaching process

as viewed by behaviorists', cognitivists', and constructivists (individual and socio-cultural).

Unit 12: Interrelationship between learning and teaching: Teaching process directed at learning, learner centred teaching and that the learner is at the heart of teaching, culturally responsive teaching and that the learner is at the heart of contextually located teaching, and teaching approaches to make it learner centric, of learners' attributes by the work of teaching, Analysing teaching in diverse classrooms

Unit 13: Teacher Attributes: Professional and personal attributes of a teacher, Role of teacher in teaching-learning situations as transmitter of knowledge, model, facilitator, negotiator, co-learner.

Unit 14: Involvement of teacher in planning, exploration, sharing and reflecting, analytical writing, method of studying teachers' diaries and its implications for teaching.

Unit 15: 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.

Unit 16: Integrating technology in teaching to facilitate learning: Use of technology for individualized learning - Computer assisted learning, Role of a teacher in preparing self learning material.

Unit 17: Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games.

Unit 18: Use of technology in large group teaching, team teaching, collaborative teaching, questioning, demonstrations, exhibition, demonstrations.

Unit 19: Teaching through distance mode-Preparing material for use of various media in education such as radio, television, web-conferencing, digital contents, e-books, online courses.

Credit: 06 **Full Marks: 100**

Objectives:

1. To enable the student teachers to know the basic perspectives of General Science To focus on nature of General Science from future perspectives
2. To make them understand the place of General Science in school curriculum.
3. To make them understand teaching methods and approaches of General Science teaching

Course Outline

Unit 01: Structure of General Science, History and Basic Conceptual Schemes and Future perspectives of General Science

Unit 02: Objectives of Teaching General Science and Futuristic Vision

Unit 03: Place of General Science in School Curriculum and Correlation with other subjects, NCF 2005 in context of General Science Teaching

Unit 04: Cognitive Map of Concepts and curriculum elements in Teaching of General Science

Unit 05: Methods and Approaches of Teaching General Science, specific illustrations of content based methodology and subject specific skills

Unit 06: Media and Media Integration for General Science teaching

Unit 07: Planning in General Science teaching- sessional, unit and daily lesson plan

Unit 08: Students Assessment with specific illustration (Measurement & Evaluation) in General Science Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Unit 09: Development of Instruction Material in General Science, Text Book Preparation and Evaluation

Unit 10: Context Specific teaching aids in General Science

Unit 11: Qualities of an effective General Science Teacher, Problems and Solutions

Unit 12: Resources in General Science Teaching (Classroom Laboratory Museum, Community Environments, Library etc.)

Unit 13: Innovations in General Science teaching and its Future

Unit 14: Inclusive teaching strategies in General Science teaching

Unit 15: General Science teaching in 21st century

BED 08: Pedagogy of Mathematics

Credit: 06 **Full Marks: 100**

Objectives:

1. To enable the student teachers to know the basic perspectives of Mathematics
2. To focus on nature of Mathematics from future perspectives
3. To make them understand the place of Mathematics in school curriculum.
4. To make them understand teaching methods and approaches of Mathematics teaching

Course Outline

Unit 1 Structure of Mathematics, History and Basic Conceptual Schemes and Future perspectives of Mathematics
Unit 2 Objectives of Teaching Mathematics and Futuristic Vision
Unit 3 Place of Mathematics in School Curriculum and Correlation with other subjects, NCF 2005 in context of Mathematics Teaching
Unit 4 Cognitive Map of Concepts and curriculum elements in Teaching of Mathematics
Unit 5 Methods and Approaches of Teaching Mathematics, specific illustrations of content based methodology and subject specific skills
Unit 6 Media and Media Integration for Mathematics teaching
Unit 7 Planning in Mathematics teaching— sessional, unit and daily lesson plan
Unit 8 Students Assessment with specific illustration (Measurement & Evaluation) in Mathematics Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.
Unit 9 Development of Instruction Material in Mathematics, Text Book Preparation and Evaluation
Unit 10 Context Specific teaching aids in Mathematics
Unit 11 Qualities of an effective Mathematics Teacher, Problems and Solutions
Unit 12 Resources in Mathematics Teaching (Classroom Laboratory, Museum, Community Environments, Library etc.)
Unit 13 Innovations in Mathematics teaching and its Future
Unit 14 Inclusive teaching strategies in Mathematics teaching
Unit 15 Mathematics teaching in 21st century

BED 09: Pedagogy of Social Science (सामाजिक विज्ञान का शिक्षण शास्त्र)

Credit: 06

Full Marks: 100

Objectives:

1. To enable the student teachers to know the basic perspectives of Social Science teaching

2. To focus on nature of Social Science from future perspectives
3. To make them understand the place of Social Science in school curriculum.
4. To make them understand teaching methods and approaches of Social Science teaching

Course Outline

Unit 01: Social Studies: Content and Structure, History, Basic Conceptual Schemes and Future's perspectives.

सामाजिक अध्ययन : विषय वस्तु एवं संरचना, इतिहास संप्रत्यय एवं भविष्य का परिपेक्ष्य

Unit 02: Objectives of Teaching Social Studies with Futuristic Vision

सामाजिक अध्ययन शिक्षण के भविष्योन्मुख उद्देश्य

Unit 03: Place of Social Studies in School Curriculum at different level- Relation with other subjects

विधालयी पाठ्यचर्या के विभिन्न स्तरों में सामाजिक अध्ययन का एक विषय के रूप में स्थान एवं अन्य विषयों के साथ सह-सम्बंध, पाठ्यचर्या के एकीकृत एवं विशिष्ट कृत उपागम

Unit 04: Cognitive Map of Concepts and Curricular Elements

सामाजिक अध्ययन शिक्षण में संप्रत्ययों का संज्ञानात्मक मानचित्र एवं पाठ्यक्रमीय तत्वों का बोध

Unit 05: Approaches of Teaching Methods, Specific Illustration of Content based methodology, subject-specific skills.

सामाजिक अध्ययन शिक्षण के उपागम, विषयवस्तु आधारित विधियों के उदाहरण एवं शिक्षण से संबंधित विशिष्ट कौशल

Unit 06: Media and Media Integration

संचार-माध्यमों का सामाजिक अध्ययन शिक्षण में एकीकरण एवं अनुप्रयोग

Unit 07: Teaching of Social Studies Planning, Sessional, Unit and Daily Lesson

सामाजिक अध्ययन शिक्षण में नियोजन: सत्रीय, इकाई एवं दैनिक पाठ

Unit 08: Student Assessments with Specific Illustrations, Diagnosis, Remedial Teaching Development of Question Paper

विशिष्ट उदाहरण सहित सहित छात्र का सामाजिक अध्ययन शिक्षण में मूल्यांकन, निदानात्मक परिक्षण, उपचारात्मक शिक्षण, मल्टीपल प्रश्नों का निर्माण, प्रश्न बैंक का विकास, खुली पुस्तक परीक्षा के लिए विषय वस्तु विशिष्ट प्रश्न बनाना

Unit 09: Development of Instructional Material in Social Studies, Text Book, Its Preparation and Evaluation

सामाजिक अध्ययन शिक्षण में अनुदेशात्मक सामग्री का विकास एवं पाठ्य पुस्तक का निर्माण व मूल्यांकन

Unit 10: Context Specific Teaching Aids, Preparation and Evaluation

सामाजिक अध्ययन शिक्षण में संदर्भित विशिष्ट शिक्षण सहायक सामग्री उस का निर्माण एवं मूल्यांकन

Unit 11: Qualities of a Good Teacher, Problems and Solution

सामाजिक अध्ययन के अध्यापक की विशेषताएँ, समस्याएँ व समाधान

Unit 12: Resources, Classroom, Laboratory etc

सामाजिक अध्ययन में प्रयुक्त संसाधन : कक्षा-कक्ष प्रयोगशाला, संग्राहलय, सामुदायिक वातावरण, पुस्तकालय आदि

Unit 13: Innovations, In the Teaching Subject and its Future.

सामाजिक अध्ययन शिक्षण में नवाचार व भविष्य

BED 10: हिन्दी का शिक्षण शास्त्र

क्रेडिट: 06 **पूर्णांक: 100**

उद्देश्य:

1. छात्राध्यापक को हिन्दी भाषा के आधारभूत संप्रत्ययों से अवगत कराना
2. हिन्दी भाषा के मौलिक भाषायी कौशल से अवगत कराना
3. भावी परिदृश्य में हिन्दी भाषा की प्रकृति को समझना
4. विद्यालयी पाठ्यक्रम में हिन्दी भाषा के स्थान से अवगत कराना
5. हिन्दी भाषा शिक्षण के शिक्षण विधियों एवं उपागमों का अवबोध कराना

विषय की रूपरेखा

इकाई 01: हिंदी भाषा की संरचनात्मक विवेचना, इतिहास संप्रत्यय एवं भविष्यगत परिपेक्ष्य

इकाई 02: हिंदी शिक्षण के भविष्योन्मुख उद्देश्य

इकाई 03: विद्यालयी पाठ्यचर्या में हिंदी का स्थान व विभिन्न विषयों के साथ सह-सम्बंध

इकाई 04: हिंदी शिक्षण के शैक्षिक तत्वों एवं संप्रत्ययों का संज्ञानात्मक स्वरूप – मानचित्र

इकाई 05: शिक्षण पद्धतियाँ एवं उपागम, विषय आधारित विशिष्ट उदाहरण तथा भाषाई कौशल

इकाई 06: संचार-माध्यम एवं हिंदी शिक्षण में इनका अनुप्रयोग

इकाई 07: नियोजन, सत्रीय, इकाई एवं दैनिक पाठ

इकाई 08: हिंदी शिक्षण में मापन एवं मूल्यांकन

इकाई 09: हिंदी में अनुदेशात्मक सामग्री का विकास एवं पथ्य पुस्तक का निर्माण व मूल्यांकन

इकाई 10: पाठ्य वास्तु संदर्भित शिक्षण सामग्री पूर्वायोजन व मूल्यांकन

इकाई 11: हिंदी शिक्षक के गुण, समस्याएँ व समाधान

इकाई 12: हिंदी शिक्षण में संसाधन

इकाई 13:हिंदी में नवाचार व उनका भविष्य

BED 11: Pedagogy of English

Credit: 06 **Full Marks: 100**

Objectives:

1. To enable the student teachers to know the basic perspectives of English
2. To understand the basic linguistic skills of English language
3. To focus on nature of English language from future perspectives
4. To make them understand the place of English language in school curriculum.
5. To make them understand teaching methods and approaches of English language teaching

Course Outline

1. Structure of Content Area, History, Basic Conceptual Scheme and Future Perspective
2. Objectives of Teaching English with Futuristic Vision
3. Place of English in School Curriculum, Its Linkage with other Subjects and Different Stages, Unified/Specialized Approach to Curriculum
4. Cognitive Maps of Concepts in English
5. Teaching Approaches and Methods in English
6. Innovations in the Teaching of English with Futurist Vision
7. Teaching English Pronunciation
8. Teaching of Vocabulary in English
9. Teaching of Structures and Grammar in English
10. Teaching Reading Comprehension
11. Teaching of Writing in English
12. Teaching of Poetry in English
13. Media and Media Integration in English
14. Planning: Yearly, Unit and Daily Lesson planning
15. Context Specific Teaching Aids in English - Their Preparation and Evaluation
16. Resources: Classroom, Laboratory, Museum, Community, Environment, Library, etc.
17. Development of Instructional Material in English; Textbook, Its preparation and Evaluation
18. Qualities of a Good Teacher of English: Problems and Solutions
19. Student Assessment - Tests and Examination

BED 12: Pedagogy of Sanskrit (संस्कृत का शिक्षण शास्त्र)

Full Marks: 100

Credit: 06

उद्देश्य:

1. छात्राध्यापक संस्कृत भाषा के महत्व से परिचित होगें।

2. छात्राध्यापक संस्कृत भाषा शिक्षण के विभिन्न उपागमों को जान सकेगें।

3. छात्राध्यापक संस्कृत भाषा के विभिन्न रूपों को सीखने-सिखाने की शिक्षाशास्त्रीय कुशलताओं का विकास करेगें।

इकाई ०. भाषा की भूमिका: भाषा और लिंग, भाषा और घर की भाषा, बच्चे की भाषा, स्कूल की भाषा, संस्कृत भाषा और अस्मिता समूचे पाठ्यक्रम में भाषा, त्रिभाषा सूत्र ;मातृ भाषा, राज भाषा और संपर्क भाषा एवं संस्कृत का स्थान , संस्कृत शिक्षण के उद्देश्य- अन्य भाषा के रूप में, भाषा शिक्षण के सामान्य सिद्धान्त

इकाई 1. संस्कृत :विषयवस्तु की संरचना, संस्कृत: आधारभूत संप्रत्ययात्मक योजनाएँ (भावी परिप्रेक्ष्य में)

इकाई 2. संस्कृत शिक्षण के भविष्योंमुखी उद्देश्य

इकाई 3. विद्यालय पाठ्यक्रम में संस्कृत का स्थान , विभिन्न स्तरों एवं अन्य विषयों से सहसंबंध, पाठ्यक्रम में एकीकृत एवं विशिष्ट उपागम

इकाई 4. संप्रत्ययों का संज्ञानात्मक मानचित्र एवं पाठ्यक्रम के तत्व

इकाई 5. संस्कृत शिक्षण के उपागम एवं विधियां, विषय आधारित विधियों के उदाहरण संस्कृत विषय शिक्षण से सम्बंधित कौशल

इकाई 6. संचार माध्यमों का संस्कृत शिक्षण में अनुप्रयोग एवं एकीकरण

इकाई 7. संस्कृत शिक्षण में नियोजन, क्रियान्वयन एवं मूल्यांकन संस्कृत शिक्षण में नियोजन: वार्षिक, इकाई , दैनिक पाठ योजना विशिष्ट उदाहरणों सहित छात्र का संस्कृत में मूल्यांकन

इकाई 8.पाठ्यपुस्तक के निर्माण एवं मूल्यांकन के सन्दर्भ में संस्कृत की अनुदेशात्मक सामग्री का विकास

इकाई 9. संस्कृत पाठ्यवस्तु से संदर्भित सहायक सामग्री का निर्माण एवं मूल्यांकन

इकाई 10. संस्कृत अध्यापक के गुण, संस्कृत शिक्षण में आने वाली बाधाएँ एवं उनका निराकरण

इकाई 11. संस्कृत शिक्षण में कक्षा- कक्ष, प्रयोगशाला, संग्रहालय, सामुदाय, वातावरण, एवं पुस्तकालय

इकाई 12. संस्कृत शिक्षण में नवाचार एवं उनका भविष्य

इकाई: 13: मापन एवं मूल्यांकन: विभिन्न उपकरण और उनकी विशेषताएँ, रचनात्मक व योगात्मक मूल्यांकन के विभिन्न तरीके; मूल्यांकन प्रपत्र का निर्माण, गृह कार्य, प्रश्नोत्तरी, प्रोजेक्ट, प्रस्तुतीकरण, रचनात्मक अभिव्यक्ति, समूह गतिविधि आदि की मूल्यांकन की विधियां

BED 13: Assessment for Learning (अधिगम प्रक्रिया का आकलन)

Credit: 06

Full Marks: 100

Objectives:

1. To enable the student teachers to know the critical role of assessment in enhancing learning.

2. To know the constructivist paradigm of learning and assessment
3. To acquaint with the importance of feedback in the process of assessment
4. To know the practicality of learning centred assessment
5. To prepare prospective teachers to critically look at the prevalent practices of assessment
6. To prepare students teachers to facilitate better learning and prepare more confident and creative learners.

Course Outline

Unit 01: Basic concepts and scope: Measurement, Assessment, Testing, Examination, and Evaluation, Overview of Revised Bloom's Taxonomy and its implication for assessment, and Types of assessment.

Unit 02: Critique of present assessment and evaluation: Assessment of learning product vs. assessment of learning process, summative assessment vs. formative assessment, uni-dimensional assessment vs. multi dimensional or comprehensive assessment.

Unit 03: Critique of present assessment and evaluation: Rigid assessment vs. flexible assessment, culture biased assessment vs. culture fair assessment, knowledge oriented assessment vs. learner oriented assessment, and mechanical assessment vs. growth oriented assessment.

Unit 04: Critique of present assessment and evaluation: Competitive assessment vs. cooperative assessment, high stake testing', competitive ranking of schools, and pressures for teacher accountability, abolition of competitive examinations with grade retention, growing commercialisation of assessment, traditional assessment in relation to iniquitous systems of education and power and hegemony in society.

Unit 05: Major paradigms of assessment: Behaviouristic and constructivist, difference between learning of assessment and learning for assessment, teaching- learning process and assessment.

Unit 06: Assessment as a selective and competitive act, assessment as the function of self-esteem, motivation, and identity making, philosophical, educational, psycho-social and political dimensions of assessment, assessment and social justice.

Unit 07: Concept of Assessment and Evaluation as per Yash Pal Committee (Learning Without Burden, 1993), National Curriculum Framework for School Education (NCFSE, 2005), CBSE, Right to Education (2009).
Unit 08: Overview of examination reforms in Pre and Post Independent India.

Unit 09: Latest trends in Assessment: Grading system, Question Bank, Assignment, Project, Creative Expression, Comprehensive and Continuous Evaluation (CCE), Inclusive Evaluation, Participatory assessment and community monitoring with higher autonomy to teachers, culturally responsive realistic, comprehensive and dynamic assessment.

Unit 10: Quantitative and Qualitative Tools for assessing cognitive, affective and psychomotor attributes of learners (standardised and teacher made test, observation, rating scale, checklist, anecdotal records, interview, viva –voce, individual and group presentation, presentation portfolio and evaluation.

Unit 11: Specific strategies and tools for the assessment of learning outcomes of children with special needs.

Unit 12: Standardization process of assessment tools especially in terms of their technical features of the tool (discriminating index of items, reliability, validity, objectivity, and norms).

Unit 13: Types of questions and assessment: Types of objective and subjective questions, Levels of questions: Knowledge (Recall and Recognition Type), Understanding, Application, Analysis, Evaluation, and Creativity.

Unit 14: Statistics in Assessment: Importance of statistics in assessment, Scales of measurement (Nominal, Ordinal, Interval and Ratio), and Graphical representation of data.

Unit 15: Measures of Central Tendency (Mean, Median and Mode), and Measures of Variability (Range, Quartile Deviation, Mean Deviation and Standard Deviation).

Unit 16: Measures of correlation (Rank Order and Product Moment), Percentile and Percentile Rank, Standard Scores (Z Score, T Score, and Stanine Score), and Normal Probability Curve & its applications.

BED 14: Drama and Art in Education (शिक्षा में अभिनय एवं कला)

Credit: 03 **Full Marks: 50**

Objectives:

1. To nurture student teachers' creativity and aesthetic sensibilities.
2. To help learners to extend their awareness, through multiple perspectives.
3. To shape their consciousness through introspection and imagined collective experience.
4. To help to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding.
5. To help in understanding the self and as a form of self-expression for enhancing creativity.
6. To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation.
7. To give opportunities for learners to recognise their agency, for transformational action.

Course outline

S. No.	Type of Activities	No. of Activities	Per Activities and their reporting Marks	Total Marks
1	Organise Drama in School	02	04	08
2	Visit places of art and exhibitions	02	04	08
3	Visit places of cultural festival	02	04	08
4	Visit of local culture and art forms	02	04	08

	and interpret art works, movies and other Media			
5	Watch movies and other media of educational significance and their interpretation	02	04	08
	Evaluation of Reports and Viva voce			10
	Grand Total			50

BED 15: Knowledge and Curriculum (ज्ञान एवं पाठ्यक्रम)
(Epistemological and Social Bases of Education: शिक्षा के ज्ञान मीमांसीय तथा सामाजिक आधार)

Credit: 06 **Full Marks: 100**

Objectives:

1. To enable the student teachers to know the perspectives in education
2. To focus on epistemological base of education
3. To make them understand the distinction between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief', to engage with the enterprise of education.
4. To help prospective teachers to take decisions about and shape educational and pedagogic practice
5. To discuss the basis of modern child-centered education,
6. To understand the connotation of activity, discovery and dialogue, in education with reference to Gandhi, Tagore and Plato/Buber/Freire
7. To enable the student teachers to perspectives in education
8. To focus on social base of education
9. To make them understand the distinction between 'curriculum' and 'syllabus'.
10. To help prospective teachers to understand the process of curriculum development.
11. To know the socio-political dimensions of curriculum development.
12. To understand the connotation of nationalism, universalism and secularism and their interrelationship with education.

Course Outline

Unit 01: Epistemology: Introduction, Methods of acquiring knowledge (A priori and a posterior, analytic and synthetic approach), with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 02: Empiricism, idealism, and rationalism with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 03: Pragmatism and constructivism (personal and social) with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 04: Samkhya, Yoga and Vaishiashik with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 05: Buddhism, Jainism, Islamic and Sikhism with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 06: Upanishad, Bhagvat Gita and Advaitvad with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit 07: Epistemological basis of education, distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief'.

Unit 08: Modern child-centered education: Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka, Tagore,

Unit 09: Modern child-centered education: Activity, discovery and dialogue, with reference to Dewey, Plato, Buber, and Freire.

Unit 10: Social bases of education: Its connotation in the context of society, culture and modernity.

Unit 11: Historical changes in social bases of education in the context of industrialisation, democracy and ideas of individual autonomy and reason.

Unit 12: Education: Meaning and role of education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to
Ambedkar's philosophy.

Unit 13: Concept of 'Critical multiculturalism' and 'democratic education' and pedagogic practices.

Unit 14: Analysis of conceptions of learning: Conventional school practices and daily routine of a classroom.

Unit 15. Concepts of nationalism, universalism and secularism and their interrelationship with education, educational thoughts of Tagore and Krishnamurti in regard to nationalism, universalism and secularism.

Unit 16: Connotation of Curriculum, curriculum development team, process of making curriculum, participation mechanism of stakeholders for curriculum development, and representation and non-representation of various social groups in curriculum making, role of state in the curriculum development.

Unit 17: Concept of syllabus, course of study, relationship between the curriculum framework and syllabus, socio-political bases of curriculum framework.

Unit 18: Various dimensions of the curriculum and their relationship with the aims of education, Curriculum as an agent of social change.

Unit 19:Curriculum and rituals of school, its celebrations, its notions of rules, discipline, or the time-table and norms of society, role of hidden curriculum and children's resilience

Unit 20: Curriculum as enacted and curriculum as process and practice, relationship between power, ideology and the curriculum, critical analysis of textbooks, children's literature, and teachers' handbooks etc.

Unit 21: Assessment and evaluation of curriculum, curriculum as driven by assessment, and market interests as driving force of curriculum development.

BED 16: School Internship (विद्यालयीय प्रशिक्षण)

Credit: 12 **Total weeks assigned: 15 weeks (115 days)**

Total Marks: 250

Objectives:

1. To enable the student teachers to know about broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
2. To equip the student teachers to cater the diverse needs of learners in schools
3. To make them prepare to actively engage in teaching at two levels, namely, upper primary and secondary
4. To prepare them to teach in government and private schools with systematic supervisory support and feedback from faculty.

S.No.	Major Components of School Internship	Sub components	Week assigned	Marks Assigned
1.	Interaction Report with school teachers, community members and children.	1. Interaction with School Teachers 2. Interaction with Community Members 3. Interaction with Children	One	12
2.	Observation Report of Village/Community	1. Description of Village/Community with special reference to socio-physical-economic-cultural-educational environments	One	12
3.	Observation Report of School	1. Description and evaluation of School with special reference to geographical, socio-cultural environment, physical infrastructure, human resource, philosophy, aims, organisation and	One	12

		management		
4.	Participation in Administrative work of Schools with report making	1. Planning of classes 2. Record Keeping and File Maintenance 3. Midday Meal Planning 4. Budget Making 5. Participation in School Management Committee/equivalent	Two	24
5.	Participation in Co-scholastic work of Schools with report making	1. Planning and participation in Morning Assembly 2. Planning and participation in Community Awareness Programme 3. Planning and participation in Games and Sports Programme 4. Planning and participation in Cultural Activities (Annual Activities/Drama/Arts/Debate/Quiz/ NCC/NSS/Scout & Guide Camps/others	Two	24
6.	Observation Report of Classroom	1. Class wise Learners' socio-economic-cultural-education profile with special reference to needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.	One	12
7.	Assessment of learners diversified educational	1. Assessment of teaching. 2. Assessment of learning in scholastic area. 3. Assessment of learning in co-	One	12

	needs in a class and strategies to cater the needs	scholastic area.		
8.	Peer observations with report making .	1. Evaluation report of teaching (of student teacher/intern) by peer groups	One	12
9.	Teacher observations with report making	1. Evaluation report of teaching (of student teacher/intern) by teachers		
10.	Observations of interns' lessons by faculty with report making	1. Evaluation report of teaching (of student teacher/intern) by faculty		
11.	First Block Teaching : Teaching in Upper Primary Classes with constructivist approach	1. Teaching of selected pedagogy subject in Upper Primary Classes by student teacher/intern	Three	36
12.	Second Block Teaching : Teaching in Secondary Classes with constructivist approach	1. Teaching of selected pedagogy subject in Secondary Classes by student teacher/intern	Two	24
		Total	Fifteen	180
13.	Report evaluation of all the components of School			70

	Internship and Viva-Voce			
		Grand Total		250

BED 17: Gender, School and Society (जेंडर, विद्यालय एवं समाज)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know the difference between gender and sex.
2. To know the learning and challenges of gendered roles in society.
3. To study various aspects of gendered roles, relationships and ideas in textbooks and curricula.
4. To study the overview of Girl Education in India.
5. To acquaint with gender just education and ways & means to promote.
6. To know the process of Gender Sensitization in teaching-learning process.

Course Outline

Unit 01: Gender and Sex: Meaning of Gender and Sex, meaning and experience of being a boy or a girl across different social groups, regions and time-periods.

Unit 02: Learning and challenges of gendered roles in society through a variety of institutions (like family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state, and patriarch and gender.

Unit 03: Overview of Girl Education in India with special reference to Rajasthan (Historical perspective to current status)

Unit 04: Concept of gender just education, access of education and factors affecting it, factors affecting unequal access of education to girls.

Unit 05: Role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity

Unit 06: Heterogeneous gendered realities and domains (Rural, Urban, SC/ST, Muslim, Disabled)

Unit 07: Gender Perspective (Theoretical Basis), roles and responsibilities in schools and classrooms, rituals and school routines, classroom interaction, processes of disciplining distinctly (for girls and boys).

Unit 08: Process of socialisation, gender identity construction (at home, schools, peers, teachers, curriculum and textbooks, etc., and influenced by media and popular culture

(films, advertisements, songs etc.), law and the state, formulation of positive notion of sexuality

Unit 09: Importance of Life skill courses in schools to deal with the issues of gender identity roles, gender just education through group work, brainstorming, audio-visual engagements, and co-participation of school (teachers, counsellors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc).

Unit 10: Gender Sensitization in Teaching-learning process, formulation of curriculum (with Gender perspective), gender sensitization in teacher training institutions, current trends towards gender sensitization, issues and challenges in regard to working towards gender equality in the classroom, strategies to prepare pedagogic material to promote gender just education .

BED 18: Creating an Inclusive School (समावेशित विद्यालय का निर्माण)

Credit: 03 **Full Marks: 50**

Objectives of the Course:

- To bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school,
- To make trainee teachers learn the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity.
- To enable the learner to screen out and identify special needs of children for developing a broader plan to foster the need of the diverse inclusive class
- To provide a comprehensive idea on models and construct of disability
- To make learners aware of International acts, policies and educational provision for children with special needs.

Course Outline

Unit 01: Models and the construct of Disability

Models of Disability: Medical Model, Social Model, Right Based Model, Eclectic approach Connotation of Impairment, disability and handicap as described in ICIDH and ICFDH. Disability and its impact on individual's Interaction with environment, Participation in society and fulfilling social Roles. Labelling, its benefit and limitations, Normality, Disabled vs. Differently abled debate

Unit 02: Policy Level Intervention in addressing Special Educational Need of Children (International Perspectives):

Declaration on the Rights of Mentally Retarded Persons , 1971, Declaration on the Rights of Disabled Persons, International Organizations working for Children with Disabilities, UNICEF, UNESCO, UNCRC: UN Convention on the Rights of the Child, UNCRPD: United Nations Convention on the Rights of Persons with Disabilities, Salamanca Statement and the Framework for Action on Special Needs Education. Adopted by the UNESCO, 1994, MDG (Millenium Development Goals), EFA (Education For All), IYDP: International Day of Persons with Disabilities

Unit 03: Policy Level Intervention in addressing Special Educational Need of Children (National Perspective)

Kotahri Commission's recommendation on special need children, IEDC (Integrated Education of Disabled Children, 1974), National Policy on Education 1986, Mental Health Act, 1987, DPEP (District Primary Education programs), SSA (Sarva Shiksha Abhiyan), RCI Act, 1992, PwD Act, 1995, National Trust Act 1999, National Policy on Rights of PwD's 2006, Right to education and children with disabilities (RTE, 2009).

Unit 04: Understanding Special Needs

Children with Special needs: Definitional Perspectives (Visual Impairment, Hearing Impairment, Loco-motor Disabilities, Learning Disabilities, Developmental Disabilities (Mental Retardation/ Autism/ Cerebral Palsy)

Unit 05: Identifying Special Needs

Characteristics of Different Children with Special Needs, Screening and Identification of special needs of children with VI/HI/Developmental Disabilities(Mental Retardation/Autism/ADHD etc), Loco-motor disabilities, Gifted Learners

Unit 06: Addressing Special Educational Needs

Different Models of Education of Children with Special Needs, Special Education, its strengths and limitations, Integrated Education, its strengths and limitations, Inclusive education its strengths and limitations, Deno's Cascade system, Types of Inclusion, Index of Inclusion

Unit 07: Barriers/ Challenges in making the school an Inclusive one

Attitudinal barriers, infrastructural constraints, social constraints and strategies for removing them.

Unit 08: Addressing challenges towards creating an Inclusive School

Zero Rejection, Barrier Free Environment, Ease of Access of Infrastructure, Assistive Devices, Teaching Learning Materials as per the need of students, Adaptations, Resource Rooms, Social and Community awareness, Involving parents and community leaders.

Unit 09: Addressing challenges of an Inclusive Classroom

Psycho-social Issues of inclusion like Child Bullying, Peer Discrimination, Raging etc. Involving parents in education of their children with special needs, Parent-Teacher collaboration, Promoting collaborative learning within classroom.

Unit 10: Managing Inclusive classes and schools

Management of School, managing resource room, management of an Inclusive Classroom Teaching Strategies fostering individual needs of children, Individualized Education Program, Group Teaching Strategies, Teaching and Learning through Co-Curricular activities, adaptation for special need children, Teachers role for effective inclusion of children with disabilities

Unit 11: Benefits and Schemes of Children with Special Needs

Schemes and benefits under PwD Act, 1995, National Trust Act, 1999, RTE, 2009, NHFDC Schemes, Other Schemes and Benefits provided by state governments.

Unit 12: Inclusive Education: Best practices

Organizations working for education of children with special needs
International Organizations: Action Aid, UNESCO, UNICEF, Save The Children etc.
National Organizations: National Institutes

BED 19: Vocational/Work Education (व्यावसायिक/ कार्य शिक्षा)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know about Vocational/Work Education.
2. To study about the importance of Vocational/Work Education
3. To study Philosophical aspects Vocational/Work Education
4. To study the Ways and means of Integrating Vocational/Work Education into the Curriculum.

Course Outline

Unit 1: History of Vocational Education in India: Policies related to vocational education
Unit 2: Vocational Education: Nature, Meaning, Need and Importance
Unit 3: Education and Work: Globalization, Work and knowledge, Gender and Disability related issues

Unit 4: Work and Curriculum, Typology of Work in Education, Learning from field experiences, Community work and social engagement

Unit 5: **Communication & Soft Skills:** Introduction, Need, Process & Types, Inter-cultural, Intra-cultural, Cross-cultural and International communication, Communications skills, Business Letter Writing, Electronic Communication, Basic Interaction Skills – Within family, Society, Personal and interpersonal, Intrapersonal skills. Barriers to Communication. Improving Communication Skills, Non-verbal communication, Body language, Postures and gestures,

Unit 6: Listening skills

Unit 7: Fundamentals of Management

Unit 8: Personal Management & Time Management

Unit 9: Personality Development

Unit 10: Basic Functional English

Unit 11: Industry Associations and International Bodies ILO, Wold Bank, FICCI, ASSCHAM, CII, NSDC

Unit 12: Policies related to VET

BED 20: Health and Physical Education (स्वास्थ्य एवं शारीरिक शिक्षा)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know about Physical and Health Education.
2. To study about Physical Fitness and Wellness
3. To study Physiological Aspects of Physical and Health Education
4. To study Sociological and Philosophical aspects of Physical and Health Education
5. To study the Ways and means of Integrating Physical and Health Education into the Curriculum.

Course Outline

Unit 01: An Introduction to Physical and Health Education

शारीरिक एवं स्वास्थ्य शिक्षा का परिचय

Unit 02: Psychological aspects of Health and Physical Education
शारीरिक एवं स्वास्थ्य शिक्षा के मनोवैज्ञानिक पहलू

Unit 03: Philosophical aspects of Physical Education
शारीरिक एवं स्वास्थ्य शिक्षा के दार्शनिक पहलू

Unit 04: Sociological Aspects of Physical Education
शारीरिक एवं स्वास्थ्य शिक्षा के सामाजिक पहलू

Unit 05: Physiological Aspects of Physical Education
शारीरिक एवं स्वास्थ्य शिक्षा के शरीरक्रियावैज्ञानिक पहलू

Unit 06: Physical Fitness and Wellness
शारीरिक स्वास्थ्य और वेलनेस

Unit 07: School Health Services in India
भारत में विद्यालय स्वास्थ्य सेवा

Unit 08: Addressing Malnutrition at School Level
विद्यालयी स्तर पर कुपोषण दूर करना

Unit 09: Place of Health and Physical Education in curriculum
पाठ्यक्रम में स्वास्थ्य और शारीरिक शिक्षा के स्थान

Unit 10: Yoga and Its Importance for Various Body Systems
योग और शरीर के विभिन्न प्रणालियों के लिए इसके महत्व

Unit 11: Management of Sports Facilities
खेल सुविधाओं के प्रबंधन

BED 21: Peace Education (शान्ति शिक्षा)

Credit: 03 **Full Marks: 50**

Objectives:

2. To enable the student teachers to know about Peace Education.
3. To study about Human Rights and Peace Education.
4. To study how Gandhi is related to peace education.
5. To know how peace education is helpful in conflict resolution.
6. To study the Ways of Integrating Peace into the Curriculum.
7. To study how teacher can be as Peace builders.
8. To develop the pedagogical skills and strategies for peace education in class room and school as well.
9. To acquaint with gender just education and ways & means to promote.
10. To know the process of Frontiers of Education for Peace.

Course Outline

Unit 01: Peace Education- Meaning, Nature and Scope
शांति शिक्षा- अर्थ, प्रकृति और क्षेत्र

Unit 02: Peace Education- An Outlook
शांति शिक्षा- एक नजर

Unit 03: Human Rights and Peace Education
मानव अधिकार और शांति शिक्षा

Unit 04: Gandhi and Peace Education
गाँधी और शांति शिक्षा

Unit 05: Peace Education and Conflict Resolution in Schools
शांति शिक्षा और विद्यालय में संघर्ष निवारण

Unit 06: Designing Programmes - Ways of Integrating Peace into the Curriculum, Practices that Make School a Place of Peace, Teacher as Peace builders, Pedagogical skills and strategies, Integrating Peace Concerns an Classroom Transactions
कार्यक्रम निर्माण- पाठ्यक्रम में शांति शिक्षा का स्थान, विद्यालय शान्ति के रूप में, शिक्षक शांति वाहक के रूप में, पाठ्यक्रम में कौशल और तरीकें, कक्षा-कक्ष में शांति

Unit 07: Frontiers of Education for Peace- Personality formation, living together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a lifestyle movement
शिक्षा में शांति का निहितार्थ- व्यक्तित्व निर्माण, सोहार्द पूर्ण रहना/ वातावरण, जिम्मेदार नागरिक, शिक्षा शांति के लिए

Unit 08: Critical Issues in Peace Education- Curriculum load, Textbook, Assessment and Examination, Teacher Education, School Settings, Media and Violence, Teacher- Parent relationship
शांति शिक्षा में आलोचनातमक मुद्दे- पाठ्यक्रम भार, पाठ्यपुस्तक, मूल्यांकन और परीक्षा,शिक्षक शिक्षा, विद्यालय वातावरण, मीडिया और हिंसा, शिक्षक- अभिभावक रिश्ते

Unit 09: Education for Peace: Values and Skills- Peace Values and Skill
शांति के लिए शिक्षा- मूल्य और कौशल

Unit 10: Peace Educators
शांति के शिक्षाविद

BED 22: Guidance and Counselling (निर्देशन एवं परामर्श)

Credit: 03 **Full Marks: 50**

Objectives:

2. To enable the student teachers to know the difference between guidance and counselling.
3. To know the various types of Guidance and Counselling program.
4. To study the Essential Guidance and Counselling Services.
5. To study the Approaches in Guidance and Counselling.
6. To acquaint with administration and Evaluation of various Psychological Test used in Guidance and Counselling.
7. To know the recent trends, issues and challenges in Guidance and counselling.

Course Outline

1. निर्देशन एवं परामर्श- अर्थ, प्रकृति, क्षेत्र, आवश्यकता,महत्ता, लक्ष्य तथा सिद्धात
   Guidance and Counselling- Meaning, nature, scope, importance, aims and objective
2. निर्देशन एवं परामर्श के प्रकार- व्यक्तिगत, व्यावसायिक , तथा शैक्षिक
   Guidance and Counselling- Individual, Vocational, and Educational
3. आवश्यक निर्देशन एवं परामर्श सेवाएं
   Essential Guidance and Counselling Services
4. निर्देशन एवं परामर्श के उपागम- निदेशात्मक और अनिदेशात्मक, सामूहिक एवं व्यक्तिगत परामर्श
   Approaches in Guidance and Counselling- Directive and Non Directive, Group and Individual Counselling
5. निर्देशन एवं परामर्श- संचालन, नियोजन एवं मूल्यांकन
   Guidance and Counselling- Administration, Planning and Evaluation
6. निर्देशन एवं परामर्श- प्रक्षेपी व अप्रक्षेपी प्रविधियां
   Guidance and Counselling- Projective and Non- Projective Techniques
7. निर्देशन एवं परामर्श में मनोवैज्ञानिक परीक्षणों का उपयोग एवं मूल्यांकन
   Guidance and Counselling- Administration and Evaluation of Psychological Test
8. निर्देशन एवं परामर्श में मुद्दे एवं समस्याएं
   Guidance and Counselling- Issues and Challenges
9. निर्देशन एवं परामर्श- अनुसंधान एवं नवीनतम प्रवृत्तियां
   Guidance and Counselling- Research and Recent Trends
10. निर्देशन एवं परामर्श तथा दूरस्थ शिक्षा
    Guidance and Counselling and Distance Education.

BED 23: Pedagogy of Physics

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know the basic perspectives of Physics
2. To focus on nature of Physics from future perspectives
3. To make them understand the place of Physics in school curriculum.
4. To make them understand teaching methods and approaches of Physics teaching

Course Outline

Unit 1 Structure of Physics, History and Basic Conceptual Schemes and Future perspectives of Physics

Unit 2 Objectives of Teaching Physics and Futuristic Vision

Unit 3 Place of Physics in School Curriculum and Correlation with other subjects, NCF 2005 in context of Physics Teaching

Unit 4 Cognitive Map of Concepts and curriculum elements in Teaching of Physics

Unit 5 Methods and Approaches of Teaching Physics, specific illustrations of content based methodology and subject specific skills

Unit 6 Media and Media Integration for Physics teaching

Unit 7 Planning in Physics teaching— sessional, unit and daily lesson plan

Unit 8 Students Assessment with specific illustration (Measurement & Evaluation) in Physics Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Unit 9 Development of Instruction Material in Physics, Text Book Preparation and Evaluation

Unit 10 Context Specific teaching aids in Physics

Unit 11 Qualities of an effective Physics Teacher, Problems and Solutions

Unit 12 Resources in Physics Teaching (Classroom Laboratory Museum, Community Environments, Library etc.)

Unit 13 Innovations in Physics teaching and its Future

Unit 14 Inclusive teaching strategies in Physics teaching

Unit 15 Physics teaching in 21st century

BED 24: Pedagogy of Chemistry (रसायन विज्ञान का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Unit 1: रसायन विज्ञान की संरचनाए, इतिहास, आधारभूत, सम्प्रत्ययात्मक योजना एवं भावी परिप्रेक्ष्य रसायन विज्ञान शिक्षण के भविष्योन्मुखी उद्देश्य

Unit 2: विद्यालयी पाठ्यचर्या मे रसायन विज्ञान का स्थान एवं अन्य विषयों के साथ विभिन्न स्तरों पर सह संबंध। पाठ्चर्या का एकीकृत /विशिष्ट उपागम

Unit 3: रसायन विज्ञान में सम्प्रत्यय एवं पाठ्क्रमीय तत्वों का बोध

Unit 4: रसायन विज्ञान मे शिक्षण की विभिन्न उपागम, विषय वस्तु आधरित विशिष्ट उदाहरण तथा विषय कौशल

Unit 5: संचार माध्यम एवम् इनका रसायन विज्ञान शिक्षण में एकीकरण

Unit 6: रसायन विज्ञान शिक्षण में नियोजन: सत्रीय, इकाई एवं दैनिक पाठ योजना

Unit 7: रसायन विज्ञान शिक्षण में मापन विशिष्ट उदाहरण सहित निदानात्मक एवं उपचारात्मक शिक्षण। बहु उद्देश्य प्रश्न पत्र का निर्माण करना। खुली पुस्तक परीक्षा के लिये विषय वस्तु विशिष्ट प्रश्न बनाना।

Unit 8: रसायन विज्ञान में अनुदेशनात्मक सामग्री का विकास : पाठ्य पुस्तक का निमार्ण एवं मूल्यांकन

Unit 9: रसायन विज्ञान मे संदर्भित विशिष्ट शिक्षण सहायक सामग्री, उसका बनाना और मूल्यांकन

Unit 10: एक प्रभावी रसायन विज्ञान शिक्षक की विशेषताएं समस्याएं एवं समाधान

Unit 11: रसायन विज्ञान शिक्षण के संसाधन (कक्षा, प्रयोगशाला, म्यूजियम, पुस्तकालय आदि)

Unit 12: रसायन विज्ञान शिक्षण में नवाचार एवं इसका भविष्य

Unit 13: रसायन विज्ञान की समावेशी शिक्षण युक्तियाँ

Unit 14: छात्रों के मध्य पारस्परिक संवाद आधारित सामूहिक शिक्षण युक्तियाँ (सहपाठी शिक्षण / सहयोगात्मक अधिगम)

Unit 15: 21वीं सदी में रसायन विज्ञान शिक्षण

BED 24: Pedagogy of Chemistry (रसायन विज्ञान का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Unit 1: Structure of Content Area, History and Basic Conceptual Schemes and Future perspectives of Chemistry

Unit 2: Objectives of Teaching Chemistry and Futuristic Vision

Unit 3: Place of Chemistry in School Curriculum and Correlation with other subjects

Unit 4: Cognitive Map of Concepts and curriculum elements in Teaching of Chemistry

Unit 5: Methods and Approaches of Teaching Chemistry, specific illustrations of content based methodology and subject specific skills

Unit 6: Media and Media Integration for chemistry teaching

Unit 7: Planning in Chemistry teaching— sessional, unit and daily lesson plan

Unit 8: Students Assessment with specific illustration (Measurement & Evaluation) in Chemistry Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple

Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Unit 9: Development of Instruction Material in Chemistry, Text Book Preparation and Evaluation

Unit 10: Context Specific teaching aids in Chemistry

Unit 11: Qualities of an effective chemistry Teacher, Problems and Solutions

Unit 12: Resources in chemistry Teaching (Classroom Laboratory Museum, Community Environments, Library etc.)

Unit 13: Innovations in chemistry teaching and its Future

Unit 14: Inclusive teaching strategies in chemistry teaching

Unit 15: Chemistry teaching in 21st century

BED 25: Pedagogy of Biology (जीव विज्ञान का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Unit 1: जीव विज्ञान की संरचनाए, इतिहास, आधारभूत, सम्प्रत्ययात्मक योजना एवं भावी परिप्रेक्ष्य

Unit 2: जीव विज्ञान शिक्षण के भविष्योन्मुखी उद्देश्य

Unit 3: विद्यालयी पाठ्यचर्या मे जीव विज्ञान का स्थान एवं अन्य विषयों के साथ विभिन्न स्तरों पर सह संबंध। पाठ्चर्या का एकीकृत /विशिष्ट उपागम

Unit 4: जीव विज्ञान में सम्प्रत्यय एवं पाठ्क्रमीय तत्वों का बोध

Unit 5: जीव विज्ञान मे शिक्षण की विभिन्न उपागम, विषय वस्तु आधरित विशिष्ट उदाहरण तथा विषय कौशल

Unit 6: संचार माध्यम एवम् इनका जीव विज्ञान में एकीकरण

Unit 7: जीव विज्ञान शिक्षण में नियोजन: सत्रीय, इर्काइ एवं दैनिक पाठ योजना

Unit 8: जीवविज्ञान शिक्षण में मापन विशिष्ट उदाहरण सहित निदानात्मक एवं उपचारात्मक शिक्षण। बहु उद्देश्य प्रश्न पत्र का निर्माण करना। खुली पुस्तक परीक्षा के लिये विषय वस्तु विशिष्ट प्रश्न बनाना।

Unit 9: जीव विज्ञान में अनुदेशनात्मक सामग्री का विकास: पाठ्य पुस्तक का निमार्ण एवं मूल्यांकन

Unit 10: जीव विज्ञान मे संदर्भित विशिष्ट शिक्षण सहायक सामग्री, उसका बनाना और मूल्यांकन

Unit 11: एक प्रभावी जीव विज्ञान शिक्षक की विशेषताएं समस्याएं एवं समाधान

Unit 12: जीव विज्ञान शिक्षण के संसाधन (कक्षा, प्रयोगशाला, म्यूजियम, पुस्तकालय आदि)

Unit 13: जीव विज्ञान शिक्षण में नवाचार एवं इसका भविष्य

Unit 14: जीव विज्ञान की समावेशी शिक्षण युक्तियाँ

Unit 15: छात्रों के मध्य पारस्परिक संवाद आधारित सामूहिक शिक्षण युक्तियाँ (सहपाठी शिक्षण / सहयोगात्मक अधिगम)

Unit 16: 21वीं सदी में जीव विज्ञान शिक्षण

BED 25: Pedagogy of Biology (जीव विज्ञान का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Unit 1: Structures of Biology, History of Biology teaching, Basic Conceptual Structures of Biology

Unit 2: Objectives of Teaching Biology with Futuristic Vision

Unit 3: Place of Biology in School Curriculum, Linkages with other Areas at Different stages, Unified/specified Approach to Curriculum

Unit 4: An Understanding of Concepts and Curricular Elements in Biological Sciences

Unit 5: Approaches of Teaching Methods, Specific Illustrations of content based methodology & Biology specific skills.

Unit 6: Media and Media Integration with Biology

Unit 7: Planning in Biology Teaching: Sessional, Unit and Daily Lesson Planning)

Unit 8: Student Assessment with specific illustration, Diagnosis, Remedial Teaching. Development of multiple Question paper sets, development of question Bank, Content specific questions for open book Examination.

Unit 9: Development of Instructional Material in Biology. Text Books its preparation and evaluation)

Unit 10: Context specific Teaching aids in Biology: Its preparation and Evaluation.

Unit 11: Qualities of an effective Biology Teacher, Problems and Solutions

Unit 12: Resources in Biology Teaching (Classroom Laboratory Museum, Community Environments, Library etc.)

Unit 13: Innovations in biology Teaching and Its Future

Unit 14: Inclusive teaching strategies in biology teaching

Unit 15: Biology teaching in 21st century

BED 26: Pedagogy of Geography

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know the basic perspectives of geography teaching
2. To focus on nature of geography from future perspectives
3. To make them understand the place of geography in school curriculum.

4. To make them understand teaching methods and approaches of geography teaching

Course Outline

Unit 01: Layout of subject area, history, plans for basic concepts and future perspective
विषय क्षेत्र का ढांचा, इतिहास, आधारभूत, सम्प्रत्यय संबंधी योजनाऐं तथा भविष्य का स्वरूप

Unit 02: Nature of geography from future perspectives
भावी दृष्टि से भूगोल का स्वरूप

Unit 03: The place of geography in school curriculum, relationship with different stages and subjects, integrated and specific approach in curriculum
विद्यालय पाठ्यक्रम में भूगोल का स्थान, विभिन्न स्तरों एवं अन्य विषयों से संबंध पाठ्यक्रम मेंएकीकृत एवं विशिष्ट उपागम

Unit 04: Essential elements of courses and mapping of concepts
भूगोल में पाठ्यचर्या तत्व एवं संकल्पनाओं का मानचित्रण

Unit 05: Teaching methods and approaches of geography teaching, subject based and specific skills of teaching methods
भूगोल शिक्षण पद्धतियां एवं उपागम् विषय आधारित शिक्षण पद्धतियों के विशिष्ट एवं विषय आधारित कौशल

Unit 06: Integration of means of information and communication technology in geography teaching
भूगोल शिक्षण में संचार साधन एवं साधनों का समाकलन

Unit 07: Planning: Sessional/Yearly, Daily Lesson Plan
योजना: सत्रीय /वार्षिक योजना, दैनिक पाठ योजना

Unit 08: Measurement and Evaluation in Geography Teaching, Diagnostic and Remedial Teaching, Construction of Multiple Choice Question and development of question bank based on the content of Geography
भूगोल शिक्षण में मापन एवं मूल्यांकन, निदानात्मक एवं उपचारात्मक शिक्षण, बहु विकल्प प्रश्न सेट का निर्माण तथा भूगोल की विषय वस्तु पर आधारित प्रश्न बैंक का निर्माण, खुली पुस्तक परीक्षा हेतु प्रश्न

Unit 09: Development of content based instructional material, development and evaluation of text book
विषयगत अनुदेशनात्मक सामग्री का विकास, पाठ्य पुस्तक की रचना एवं मूल्यांकन

Unit 10: Supporting materials in geography teaching
भूगोल शिक्षण में सहायक सामग्री

Unit 11: Attributes of Geography teacher and problems and their solution in geography teaching
भूगोल शिक्षक की विशेषताएं व शिक्षण में आने वाली समस्याएं एवं उनका समाधान

Unit 12: Resource room to be used for geography teaching, laboratory, museum, community environment and other resources
भूगोल शिक्षण में प्रयुक्त संसाधन कक्ष, प्रयोगशाला, संग्रहालय, सामुदायिक वातावरण, एवं अन्य संसाधन

Unit 13: Innovation and future of geography teaching
भूगोल शिक्षण में नवाचार एवं उनका भविष्य

BED 27 Pedagogy of History (इतिहास का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

उद्देश्य :

१. छात्र शिक्षकों को इतिहास के ज्ञान- मीमांसात्मक एवं शिक्षण शास्त्रीय शैक्षणिक आधार को समझने के योग्य बनाना |
२. छात्र शिक्षकों कों न्याय और समानता के मुद्दों को एवं सामाजिक वास्तविकताओं कों पहचानने योग्य बनाना |
३. छात्र शिक्षकों कों इतिहास शिक्षण के लिए एक विषयगत दृष्टिकोण के माध्यम से एक समग्र तरीके से विषयगत इकाइयों योजना के बनाने के योग्य बनाना |
४. छात्र शिक्षकों कों बच्चों के विविध पृष्ठभूमि, उनके पर्यावरण, अनुभव और हितों को देखते हुए कक्षा में कैसे पढ़ाया जाय इसके शिक्षण योजना बनाने के योग्य बनाना

इकाई 1: इतिहास :विषयवस्तु संगठन, इतिहास : आधारभूत संप्रत्यय एवं भावी परिप्रेक्ष्य
इकाई 2: इतिहास शिक्षण के भविष्योंमुखी उद्देश्य
इकाई 3: विद्यालय पाठ्यक्रम में इतिहास का स्थान , पाठ्यक्रम में एकीकृत/ विशिष्टीकृत उपागम तथा इतिहास का अन्य विषयों के साथ सहसंबंध
इकाई 4: इतिहास में पाठ्यचर्या तत्व एवं संकल्पनाओं का मानचित्रण
इकाई 5: इतिहास शिक्षण पद्धतियों एवं उपागम, विषयवस्तु आधारित शिक्षण पद्धतियों के विशिष्ट उदाहरण एवं विषय आधारित कौशल
इकाई 6: इतिहास शिक्षण में संचार साधन एवं संचार साधनों का समाकलन
इकाई 7: इतिहास शिक्षण में नियोजन सत्रीय , इकाई और दैनिक पाठ योजना
इकाई 8: इतिहास शिक्षण में मापन एवं मूल्यांकन, निदानात्मक एवं उपचारात्मक शिक्षण, बहुचयनात्मक प्रश्नपत्र सेट का निर्माण तथा इतिहास आधारित विषयवस्तु प्रश्न बैंक का निर्माण, खुली पुस्तक परीक्षा हेतु प्रश्न
इकाई 9: इतिहास शिक्षण में अनुदेशात्मक सामग्री का विकास, पाठ्यपुस्तक का निर्माण एवं मूल्यांकन
इकाई 10: इतिहास पाठ्यवस्तु संदर्भित शिक्षण सामग्री का निर्माण एवं मूल्यांकन
इकाई 11: इतिहास अध्यापक की विशेषताएं व शिक्षण में आने वाली बाधाएं एवं उनका समाधान
इकाई 12: इतिहास शिक्षण में प्रयुक्त संसाधन कक्षा- कक्ष, प्रयोगशाला, संग्रहालय, सामुदायिक वातावरण, पुस्तकालय एवं अन्य संसाधन
इकाई 13: इतिहास शिक्षण में नवाचार एवं उनका भविष्य
इकाई 14: शिक्षा की शब्द सूची
इकाई 15: मापन एवं मूल्यांकन : सतत एवं व्यापक मूल्यांकन की प्रक्रिया , शैक्षिक और सह - शैक्षिक मूल्यांकन के तरीके और उपकरणों का विकास; शिक्षक निर्मित उपलब्धि परीक्षण का विकास, विद्यार्थियों पर वितरण और रिपोर्ट लेखन , गृह - कार्य, प्रश्नोत्तरी, प्रोजेक्ट, प्रस्तुतीकरण, रचनात्मक अभिव्यक्ति, समूह गतिविधि आदि के मूल्यांकन की विधियां |

BED 27 Pedagogy of History (इतिहास का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Objectives

1. To enable the student- teachers to understand the epistemological and pedagogical bases of history
2. To enable the student- teachers to draw upon social realities to address the issues of justice and equity
3. To enable the student- teachers to plan units and lessons through a thematic approach and in a holistic manner of history teaching.
4. To enable the student- teachers to plan their teaching to relate their understanding with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.

Course Outline

Unit 1: History: content organisation, the basic concept of History and its future prospect

Unit 2: The future objective of history teaching

Unit 3: The place of history in school curriculum, integrated/ specialised approach in curriculum, the correlation of history with other subjects

Unit 4: The curriculum elements in history and mapping of concepts

Unit 5: History teaching methods and approach, Specific examples of theme-based teaching methods and subject-based skills

Unit 6: Communication medium in history teaching and integration of communication media

Unit 7: Planning in history teaching, sessional, unit and day to day lesson plan

Unit 8: Measurement and evaluation in history teaching, diagnostic and remedial teaching, the preparation of multiple- choice set of question papers and history based content, preparation of question bank questions for open book exam

Unit 9: Development of instructional material in history teaching, preparation of textbook and evaluation.

Unit 10: History text material, development and evaluation of related study material.

Unit 11: The characteristic of history teacher and hindrances in teaching and solution

Unit 12: Resources used in teaching history, classroom, laboratory, Museum, community environment, library and other resources

Unit13: Innovation in history teaching and its future

Unit 14 :The list of terminologies of education

Unit 15: Measurement and Evaluation : Continuous and comprehensive evaluation process , academic and co-acadamic evaluation methods and tool development , The development of teacher -made achievement test , delivery and report writing , Home work, quizzes , projects, presentations , creative expression , group activity and its Methods of assessment.

BED 28: Pedagogy of Civics (नागरिक शास्त्र का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

उद्देश्य :

1. छात्र शिक्षकों को इतिहास के ज्ञान- मीमांसात्मक एवं शिक्षण शास्त्रीय शैक्षणिक आधार को समझने के योग्य बनाना |
2. छात्र शिक्षकों कों न्याय और समानता के मुद्दों को एवं सामाजिक वास्तविकताओं कों पहचानने योग्य बनाना |
3. छात्र शिक्षकों कों इतिहास शिक्षण के लिए एक विषयगत दृष्टिकोण के माध्यम से एक समग्र तरीके से विषयगत इकाइयों योजना के बनाने के योग्य बनाना |
4. छात्र शिक्षकों कों बच्चों के विविध पृष्ठभूमि, उनके पर्यावरण, अनुभव और हितों को देखते हुए कक्षा में कैसे पढ़ाया जाय इसके शिक्षण योजना बनाने के योग्य बनाना

इकाई 1: विषयवस्तु की संरचना, नागरिक शास्त्र : आधारभूत संप्रत्यय भावी परिप्रेक्ष्य में.

इकाई 2 : नागरिक शास्त्र शिक्षण के भविष्योंमुखी उद्देश्य

इकाई 3: विद्यालयी पाठ्यक्रम में नागरिक शास्त्र का स्थान ,विभिन्न स्तरों एवं अन्य विषयों से सहसंबंध, पाठ्यक्रम में एकीकृत एवं विशिष्ट उपागम

इकाई 4: पाठ्यचर्या तत्वों का ज्ञानात्मक मानचित्रण तथा पाठ्यचर्या तत्व

इकाई 5: शिक्षण पद्धतियों के उपागम, विषयवस्तु आधारित शिक्षण विधियां, नागरिक शास्त्र के शिक्षण कौशल

इकाई 6: जन माध्यम एवं नागरिक शास्त्र शिक्षण में उपयोग

इकाई 7: नागरिक शास्त्र शिक्षण में नियोजन सत्रीय , इकाई और दैनिक पाठ योजनाएँ

इकाई 8: विशिष्ट उद्धरणों सहित विद्यार्थियों का आकलन , निदान एवं उपचारात्मक शिक्षण , विविध प्रकार के प्रश्नों पर आधारित प्रश्न पत्र , प्रश्न बैंक का विकास , खुली पुस्तकों से परीक्षण हेतु विस्य्वास्तु से संबद्ध प्रश्नों का निर्माण

इकाई 9: पाठ्यपुस्तक निर्माण एवं मूल्यांकन

इकाई 10: नागरिक शास्त्र शिक्षण पाठ्यवस्तु संदर्भित शिक्षण सामग्री का निर्माण एवं मूल्यांकन

इकाई 11: नागरिक शास्त्र अध्यापक की विशेषताएं व शिक्षण में आने वाली बाधाएं एवं उनका समाधान

इकाई 12: नागरिक शास्त्र शिक्षण में प्रयुक्त संसाधन कक्षा- कक्ष, प्रयोगशाला, संग्रहालय, सामुदायिक वातावरण, पुस्तकालय एवं अन्य संसाधन

इकाई 13: नागरिक शास्त्र शिक्षण में नवाचार एवं उनका भविष्य

इकाई 14: शिक्षा की शब्द सूची

इकाई 15: मापन एवं मूल्यांकन : सतत एवं व्यापक मूल्यांकन की प्रक्रिया , शैक्षिक और सह - शैक्षिक मूल्यांकन के तरीके और उपकरणों का विकास; शिक्षक निर्मित उपलब्धि परीक्षण का विकास, विद्यार्थियों पर वितरण और रिपोर्ट लेखन , गृह - कार्य, प्रश्नोत्तरी, प्रोजेक्ट, प्रस्तुतीकरण, रचनात्मक अभिव्यक्ति, समूह गतिविधि आदि के मूल्यांकन की विधियां |

BED 28: Pedagogy of Civics (नागरिक शास्त्र का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Objectives

5. To enable the student- teachers to understand the epistemological and pedagogical bases of history
6. To enable the student- teachers to draw upon social realities to address the issues of justice and equity
7. To enable the student- teachers to plan units and lessons through a thematic approach and in a holistic manner of history teaching.
8. To enable the student- teachers to plan their teaching to relate their understanding with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.

Unit 1: The structure of subject content, Civics: Basic Concepts and its future prospect

Unit 2: The future objective of Civics teaching

Unit 3: The place of civics in school curriculum, The correlation of civics at different levels and different subjects

Unit 4: The cognitive mapping of Curriculum elements and curriculum elements

Unit 5: The approach of teaching methods and content based teaching methods, the skills of civics teaching

Unit 6: Mass media and its uses in civics teaching

Unit 7: Planning in civics teaching, sessional, unit and day to day lesson plan

Unit 8: Evaluation of students with specific examples, diagnostic and remedial teaching, the preparation of multiple- choice set of question papers development of question bank, The development questions from subject content for open book exam.

Unit 9: Development of instructional material in history teaching, preparation of textbook and evaluation.

Unit 10: History text material, development and evaluation of related study material.

Unit 11: The characteristic of history teacher and hindrances in teaching and solution

Unit 12: Resources used in teaching history, classroom, laboratory, Museum, community environment, library and other resources

Unit 13: Innovation in history teaching and its future

Unit 14: The list of terminologies of education

Unit 15: Measurement and Evaluation : Continuous and comprehensive evaluation process , academic and co-academic evaluation methods and tool development , The development of teacher -made achievement test , delivery and report writing , Home work, quizzes , projects, presentations , creative expression , group activity and its Methods of assessment.

BED 29: Pedagogy of Economics

Full Marks: 50

Credit: 03

Objectives:

1. To enable the student teachers to know the basic perspectives of ecnomics teaching
2. To focus on nature of economics from future perspectives
3. To make them understand the place of economics in school curriculum.
4. To make them understand teaching methods and approaches of economics teaching

Course Outline

Unit 01: Introduction to the subject of economics
अर्थशास्त्र विषय का परिचय
Unit 02: Futuristic objectives of economics teaching
अर्थशास्त्र शिक्षण के भविष्योन्मुखी उद्देश्य
Unit 03: Curriculum of economics
अर्थशास्त्र का पाठ्यक्रम
Unit 04: Concepts in economics
अर्थशास्त्र में सम्प्रत्यय
Unit 05: Concept maps in economics
अर्थशास्त्र में सम्प्रत्यय मानचित्र
Unit 06: Teaching methods and approaches of economics teaching
अर्थशास्त्र विषय की शिक्षण पद्धतियां एवं उपागम
Unit 07: Economics teaching with the help of ICT
संचार माध्यम से अर्थशास्त्र शिक्षण
Unit 08: Planning: Sessional/Unit, Daily Lesson Plan
नियोजन सत्रीय, इकाई एवं दैनिक पाठ योजना
Unit 09: Measurement and Evaluation in Economics teaching
अर्थशास्त्र शिक्षण में मापन एवं मूल्यांकन
Unit 10: Text book of economics

अर्थशास्त्र की पाठ्य पुस्तक

Unit 11: Preparation and evaluation of the teaching materials of Economics teaching
अर्थशास्त्र विषय संदर्भित शिक्षण सामग्री की तैयारी एवं मूल्यांकन

Unit 12: Teacher of Economics
अर्थशास्त्र का शिक्षक

Unit 13: Resources for Economics teaching
अर्थशास्त्र विषय शिक्षण में संसाधन

Unit 14: Innovation in Economics teaching
अर्थशास्त्र शिक्षण में नवाचार

BED 30: Pedagogy of Home Science (गृह विज्ञान का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know the basic perspectives of Home Science teaching
2. To focus on nature of Home Science from future perspectives
3. To make them understand the place of Home Science in school curriculum.
4. To make them understand teaching methods and approaches of Home Science teaching

Course Outline

Unit 01: Home Science: Content and Structure, History, Basic Conceptual Schemes and Future's perspectives.
गृह विज्ञान वस्तु की संरचना , इतिहास, आधारभूत संकल्पनात्मक योजना एवं भविष्यगत संभावनाएँ

Unit 02: Objectives of Home Science Teaching with Futuristic Vision
भविष्यगत दृष्टि के साथ गृह विज्ञान विषय का शिक्षण उद्देश्य

Unit 03: Place of Home Science in School Curriculum at different level- Relation with other subjects
विधालयी पाठ्यक्रम में गृह विज्ञान विषय क्षेत्र का स्थान विभिन्न स्तरों और क्षेत्रों के सम्बंध पाठ्यक्रम के लिया एकीकृत विशेषीकृत उपागम

Unit 04: Cognitive Map of Concepts and Curricular Elements
गृह विज्ञान विषय में पाठ्यक्रम के तत्वों एवं संकल्पनाओ के लिए संज्ञानात्मक मानचित्र

Unit 05: Approaches of Teaching Methods, Specific Illustration of Content based methodology, subject-specific skills.
गृह विज्ञान शिक्षण विधि के आयाम, के उपागम, गृह विज्ञान विषयवस्तु उदाहरण विषयगत विशिष्ट कौशल

Unit 06: Media and Media Integration

संचार-माध्यमों का गृह विज्ञान विषय में शिक्षण में संचार-माध्यमों का एकीकरण

Unit 07: Teaching of Home Science: Planning, Sessional, Unit and Daily Lesson

गृह विज्ञान शिक्षण में नियोजन: सत्रीय, इकाई एवं दैनिक पाठ

Unit 08: Student Assessments with Specific Illustrations, Diagnosis, Remedial Teaching Development of Question Paper

गृह विज्ञान विशिष्ट उदाहरण सहित विद्यार्थी मूल्यांकन : निदानात्मक परिक्षण, उपचारात्मक शिक्षण, मल्टीपल प्रश्नों का निर्माण, प्रश्न बैंक का विकास, खुली पुस्तक परीक्षा के लिए विषयगत विशिष्ट प्रश्न

Unit 09: Development of Instructional Material in Social Studies, Text Book, Its Preparation and Evaluation

गृह विज्ञान शिक्षण में अनुदेशात्मक सामग्री का विकास एवं पाठ्य पुस्तक का निर्माण व मूल्यांकन

Unit 10: Context Specific Teaching Aids, Preparation and Evaluation

संदर्भित विशिष्ट शिक्षण में अनुदेशन सामग्री : निर्माण करना एवं मूल्यांकन

Unit 11: Qualities of a Good Teacher, Problems and Solution

गृह विज्ञान विषय के शिक्षक के गुण , समस्याएँ व समाधान

Unit 12: Resources, Classroom, Laboratory etc

गृह विज्ञान शिक्षण के संसाधन: कक्षा-कक्ष प्रयोगशाला, संग्राहलय, सामुदायिक वातावरण, पुस्तकालय आदि

Unit 13: Innovations, In the Teaching Subject and its Future.

नवाचार : गृह विज्ञान शिक्षण विषय में भविष्य

BED 31: Pedagogy of Financial Accountancy (वित्तीय लेखांकन का शिक्षण शास्त्र)

Credit: 03 **Full Marks: 50**

Objectives:

1. To enable the student teachers to know the basic perspectives of Financial Accountancy
2. To focus on nature of Financial Accountancy from future perspectives
3. To make them understand the place of Financial Accountancy in school curriculum.
4. To make them understand teaching methods and approaches of Financial Accountancy teaching

Course Outline

1 वित्तीय लेखांकन शिक्षण की विषयवस्तु की संरचना, इतिहास, आधारभूत सम्प्रत्यय एवं भावी परिप्रेक्ष्य
Structure of Financial Accountancy Teaching Content, History, Basic Conceptual Scheme and Future Perspective

2 भविष्योन्मुखी दृष्टिकोण के साथ वित्तीय लेखांकन शिक्षण के उद्देश्य

Objectives of Financial Accountancy Teaching with Futuristic Vision 20

3 विद्यालय पाठ्यक्रम में वित्तीय लेखांकन का स्थान, विभिन्न स्तरों पर अन्य क्षेत्रों से संबंधपाठ्यक्रम का एकीकृत/विशिष्टकृत उपागम

Place of Financial Accoutancy in School Curriculum, Linkages with Other Areas at Different Stages, Unified / Specified Approach to Curriculum

4 वित्तीय लेखांकन शिक्षण के सम्प्रत्ययों का संज्ञानात्मक मानचित्र एवं पाठ्यक्रमीण तत्व

Cognitive Map of Concept and Curricular Elements in Teaching of Financial Accountancy

5 वित्तीय लेखांकन शिक्षण के उपागम एवं विशेष उदाहरणों के साथ शिक्षण पद्धतियां, वित्तीय लेखांकन शिक्षण के विशिष्ट कौशल

Approaches and Teaching Methods of Financial Accountancy with Specific Illustration, Specific Skills of Financial Accountancy Teaching

6 वित्तीय लेखांकन शिक्षण के संचार माध्यम एवं उनका एकीकरण

Media and media integration in financial Accountancy teaching.

7 नियोजन सत्रीय, इकाई एवं दैनिक पाठ योजना

Planning: Sessional, Unit and Daily Lesson Planning

8 वित्तीय लेखांकन शिक्षण में विशिष्ट उदाहरणों के साथ विद्यार्थियों का मूल्यांकन निदान एवं उपचारात्मक शिक्षण, कई प्रश्न पात्रों के सेट का निर्माण, प्रश्न बैंक का निर्माण खुली पुस्तक परीक्षा हेतु विषयवस्तु आधारित प्रश्न

Students' Assessment with Specific illustrations in Financial Accountancy Teaching, Diagnostic and Remedial Teaching, Development of Multiple Question Paper Sets / Development Of Question Bank, Concept Specific Questions For Open Book Examination

9 वित्तीय लेखांकन शिक्षण में विषयवस्तु संदर्भित शिक्षण सहायक सामग्री का निर्माण एवं मूल्यांकन

Development of Instructional Material in Financial Accountancy Teaching, Text Book, its Preparation and Evaluation

10 वित्तीय लेखांकन शिक्षण में विषयवस्तु संदर्भित शिक्षण सहायक सामग्री का निर्माण एवं मूल्यांकन

Concept Specific Teaching Aids in Financial Accountancy Teaching, its Preparation and Evolution

11 एक अच्छे वित्तीय लेखांकन शिक्षण में गुण, समस्याएं एवं समाधान

Qualities of a Good Financial Accountancy Teacher, Problems and Solutions

12 वित्तीय लेखांकन शिक्षण के संसाधन कक्षा कक्ष, प्रयोगशाला संग्रहालय, सामुदायिक वातावरण, पुस्तकालय आदि

Recourses of Financial Accountancy Teaching Classroom, Laboratory, Community Environment and Library

13 वित्तीय लेखांकन शिक्षण में नवाचार एवं इनका भविष्य

Innovations in Financial Accountancy Teaching and their Future

BED 32: Pedagogy of Business Organisation

Credit: 03 **Full Marks: 50**

Objectives:

5. To enable the student teachers to know the basic perspectives of business organisation
6. To focus on nature of business organisation from future perspectives
7. To make them understand the place of business organisation in school curriculum.
8. To make them understand teaching methods and approaches of business organisation teaching

Course Outline

Unit 01: Outline of Business Organisation: Meaning and development of business organisation

व्यावसायिक संगठन की रूपरेखा: व्यावसायिक शिक्षा का अर्थ एवं विकास, व्यावसायिक संगठन: अर्थ, क्षेत्र, भावी, परिप्रेक्ष्य

Unit 02: Teaching of Business Organisation, objectives and future perspectives

व्यावसायिक संगठन शिक्षण, उद्देश्य एवं भविष्योमुखी दृष्टिकोण

Unit 03: The place of Business Organisation in curriculum, relationship with other fields. Integrated approach of curriculum

व्यावसायिक संगठन का पाठ्यक्रम में स्थान, अन्य क्षेत्रों एवं विभिन्न अवस्थाओं के साथ संबंध पाठ्यक्रम का एकीकृत उपागम

Unit 04: Maxims and techniques of teaching of Business Organisation

व्यावसायिक संगठन शिक्षण के सिद्धान्त एवं प्रविधियां

Unit 05: Approaches of teaching of Business Organisation and its specific example skills

व्यावसायिक संगठन शिक्षण के उपागम एवं शिक्षण पद्धतियां के विशिष्ट उदाहरण कौशल

Unit 06: Means of communication in teaching of Business Organisation and their integration

व्यावसायिक संगठन शिक्षण में संचार माध्यम तथा संचार माध्यमों का एकीकरण

Unit 07: Planning: Sessional/Unit, Daily Lesson Plan

योजना: सत्रीय, इकाई, दैनिक पाठ योजना

Unit 08: Evaluation of students with the help of specific examples, diagnostic and remedial teaching, development of question bank, content specific questions for open book examination

विशिष्ट उदाहरणों के साथ छात्रों का मूल्यांकन, निदान एवं उपचारात्मक शिक्षण, प्रश्न बैंक का विकास, पुस्तक सहित परीक्षा हेतु विषयवस्तु पर विशिष्ट प्रश्न

Unit 09: Development and evaluation of instructional material and text book for teaching of Business Organisation

व्यावसायिक संगठन शिक्षण में अनुदेशात्मक सामग्री का विकास पाठ्य पुस्तकें, निर्माण एवं मूल्यांकन

Unit 10: Development and evaluation of supported materials for teaching of Business Organisation

व्यावसायिक संगठन शिक्षण में संदर्भ विशिष्ट सहायक सामग्री इसका निर्माण एवं मूल्यांकन

Unit 11: Teacher of Business Organisation: Attributes, problems and remedies

व्यावसायिक संगठन का शिक्षण-गुण, समस्याएं एवं समाधान

Unit 12: Sources for teaching of Business Organisation: Classroom, laboratory, museum, community environment, and library etc.

व्यावसायिक संगठन का शिक्षण के स्रोत: कक्षा कक्ष, प्रयोगशाला, संग्रहालय, सामुदायिक वातावरण, पुस्तकालय आदि।

Unit 13: Innovation and future of Business Organisation

व्यावसायिक संगठन शिक्षण में नवाचार एवं भविष्य

BED 33: Critical Understanding of ICT (सूचना एवं संचार प्रोद्यौगिकी का समालोचनात्मक अवबोध)

Credit: 03 **Full Marks: 50**

Objectives:

1. To aware student teachers with ICT enabled education.
2. To help student-teachers interpret and adapt ICTs in line with educational aims and principles.
3. To help student-teachers to learn integrating technology tools for teaching learning.
4. To help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials.
5. To explore use of ICTs to simplify record keeping, information management in education administration.
6. To help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralisation and proprietisation of larger knowledge structures.
7. To make them understand how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process.

Course outline

Unit 01: Introduction to Computer system: Hardware, software and other applications

Unit 02: Introduction and applications of MS office.

Unit 03: Introduction to Internet, www, e-mail, social networking sites and their uses in teaching learning process

Unit 04: Applications of ICT in teaching learning, learning material development, developing collaborative networks for sharing and learning, administrative and academic support systems, and broader implications for society.

Unit 05: Introduction to Learning Management System, Open Education Resource, Creative Commons and their roles in teaching learning process

Unit 06: ICT enabled learning: Introduction, features, as a democratic tool and scope.

Unit 07: Role of learners in ICT enabled learning environment in regard to constructivism

Unit 08: Role of Teachers in ICT enabled learning environment in regard to constructivism

Unit 09: ICTs as tool for centralisation and proprietisation of larger knowledge structures

Unit 10: Critical analysis of ICT in teaching learning process.

BED 34: Understanding the Self (स्व-अवबोध)

Credit: 03 **Full Marks: 50**

Objectives:

1. T o develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher.
2. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
3. To enable student-teachers to develop a holistic and integrated understanding of the human self and personality.
4. To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

Course outline

S.No.	Types of activities to be carried out	No. of Activities	Per Activities and their reporting Marks	Total Marks
1.	Attending Workshop	02	02	04
2.	Movie/documentary Watching and its review	02	02	04
3.	Organising Discussions Forum	02	02	04
4.	Self disclosure through art, dance and story writing	02	02	04
5.	Meeting people (within community)	02	02	04
6.	Participate or lead in real life intervention (within families/college or community) through guidance and counselling	02	03	06
7.	Review of Personal narratives, life stories and group interactions	02	02	04
8.	Organising Yoga camp	02	02	04
9.	Revisiting one's childhood experiences and Childhood experiences of one's peers.	02	03	06
	Evaluation of Reports and Viva voce			10
	Grand Total			**50**