

LZEBRA GIRLS COLLEGE, KOTA



Sydney Street, Shivpura, Kota (Raj.) India.
Affiliated with University of Kota, Statutory Approval from NCTE

Vision Statement:

To become a leading college that supports students in gaining knowledge, building skills, and developing strong values for a better future.

Mission Statement:

- *To provide quality education that helps students learn, grow, and succeed.*
- *To create a supportive environment where students can develop their skills, values, confidence to contribute positively to society and compete internationally.*
- *To empower students with digital skills, helping them succeed in a technology-driven world.*

Core Values:

- *Integrity: Upholding honesty, transparency, and ethical conduct in all actions.*
- *Respect: Promoting a culture of mutual respect, dignity, and inclusivity for all individuals.*
- *Innovation: Encouraging creativity, critical thinking, and the pursuit of new ideas and solutions.*
- *Responsibility: Being accountable for one's actions and committed to personal, social, and environmental responsibility.*
- *Lifelong Learning: Promoting continuous learning and self-improvement among students, faculty, and staff.*

Programme Educational Objectives (PEOs) for B.A. B.Ed.

- PEO1. **Good Teaching Skills** – Graduates will receive in-depth knowledge of Arts subjects and teaching methods so that they can become the best school teachers.
- PEO2. **Professional Growth** – Graduates will be capable of higher studies, research, and continuous learning in the education field.
- PEO3. **Leadership and Teamwork** – Graduates will acquire leadership qualities and the skill of collaborating with others for schools and society's welfare.
- PEO4. **Creative Teaching** – The use of critical thinking, problem-solving, and innovative methods by graduates will make the classrooms more interesting and efficient.
- PEO5. **Ethics and Values** – When graduates practice professional ethics, discipline, and values in their teaching and personal conduct, they will serve as good examples.
- PEO6. **Career Readiness** – If graduates qualify Teacher Eligibility Tests and work in both government and private schools, they will be ready for teaching jobs.
- PEO7. **Overall Development** – If graduates involve students in academic and co-curricular activities, they will support their all-round growth.

Programme Outcomes (POs) for B.A. B.Ed.

- PO1. **Strong Subject and Teaching Knowledge** – Learners will comprehend the content of Arts subjects and the teaching-learning process so as to effectively be the unit of change in schools.
- PO2. **Communication Skills** – Learners will acquire the necessary skills for interaction with peers and society as well as clear speaking, writing, and presentation skills through the practice which will be a part of their coursework.
- PO3. **Critical and Creative Thinking** – Learners will first study the problems of the class and then take off with the help of innovative ideas for making learning attractive through the usage of technology.
- PO4. **Use of Technology** – Learners will integrate computer applications, ICT tools and digital resources to support teaching, learning, and evaluation.
- PO5. **Ethics and Professionalism** – Students will keep good professional ethics, self-discipline, and practice the ideology of being an achiever in an all-inclusive classroom in front of students.

PO6. Leadership and Teamwork – Students will gain understanding through a practical engagement of group work situations, be a team member, take responsibility and show leadership both in the school and local community.

PO7. Evaluation and Guidance – Students will identify the ways of measuring growth through proper means and guide the practice of the learners for successful accomplishment.

PO8. Lifelong Learning and Social Responsibility – Learners will continue to learn beyond the formal stages of education, be social value promoters, and players in environmental protection and sustainable development of the country.

Programme Specific Outcomes (PSOs) for B.A. B.Ed.

PSO1. Understanding Teaching–Learning – Graduates will be able to comprehend the teaching–learning process through the lenses of the various Perspectives like social, psychological, philosophical etc. and they will be able to demonstrate these competencies in classrooms.

PSO2. Student Support – Graduates will be able to identify students’ behaviour by diagnosis, solving their academic problems, following their progress, and keeping records.

PSO3. Use of Technology – Graduates will do ICT to make teaching more interactive and to create new teaching devices.

PSO4. Social Contribution – Graduates will be the ones who will introduce and nurture the values, creativity, and motivation in the learners, especially supported students from lower social and economic strata.

Syllabus and Course Scheme
Academic Year 2025-26



**UNIVERSITY OF KOTA,
KOTA**

FACULTY OF EDUCATION
Syllabus According to CBCS

**Integrated Programme of
B.A. B.Ed.**

Course Code: BAE8900P

Notice

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

The syllabus of Academic Subjects (B.A. Part) will be according to the syllabus of B.A. of University of Kota, Kota

Ordinance and Regulations related to the Integrated B.A.-B.Ed. Degree

The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.

4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to assess the all-round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
14. Interest and competence in the department of the teaching profession and education Readiness to participate in activities of professional organization.

Q.32 The Objectives of Practical Work prescribed for the Integrated Programme of B.A./B.Ed. Degree (Four Year) are follows:

Objectives of Practical Work

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through allavailable means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrate personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupil to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.

16. Co-relate knowledge of the subject being taught with other subjects and with real situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers III A/B and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.

Organization evaluation of practice teaching:

1. Every candidate will teach during practice teaching session. At least ten lessons in each subject should be supervised.
2. Micro teaching lesson to be used in addition for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Kota.
 - (c) An external examiner appointed from the University of Kota. The board as far as possible will represent Social science, language and science.
8. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Geography, Home Science.

Note:- N.C.T.E. Guidelines and University Guidelines should follow.

B.A. B.ED I Year (I Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	BAE 101/DCC	Subject-I: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.2	BAE 102/DCC	Subject-II: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.3	BAE 103/DCC	Subject-III: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.4	BAE 104/DCC	Childhood and Growing up	3 Hrs	4	---	4	30	70	100	12	28
	1.9 & 1.10	BAE 109&110/AEC	Hindi/English	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total					24		24	180	420	600	---

Note: B.A. B.Ed. I Year (I Semester) syllabus and scheme course code BAE 101, 102, 103 and 109 & 110 will be according to B.A. I year (I semester) academic course of University of Kota, Kota.

B.A. B.ED I Year (II Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BAE 201/DCC	Subject-I: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.2	BAE 202/DCC	Subject-II: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.3	BAE 203/DCC	Subject-III: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.4	BAE 204/DCC	Contemporary India and Education	3 Hrs	4	---	4	30	70	100	12	28
	2.5	BAE 205/SEC	Open Year/SUPW Camp	6 Hrs	---	4	2	50	---	50	25	---
	1.9 &1.10	BAE 109&110/AEC	English/Hindi	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total					24	4	26	230	420	650	

Note: B.A. B.Ed. I Year (II Semester) syllabus and scheme course code BAE 201, 202, 203 and 109 & 110 will be according to B.A. I year (II semester) academic course of University of Kota, Kota.

B.A. B.ED II Year (III Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR III Semester	3.1	BAE 301/DCC	Subject-I: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.2	BAE 302/DCC	Subject-II: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.3	BAE 303/DCC	Subject-III: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.4	BAE 304/DCC	Knowledge of Curriculum	3 Hrs	4	---	4	30	70	100	12	28
	3.7	BAE 307/GEC	Environment Science	1.5 Hrs	2	---	2	---	50	50	---	20
Semester Total					24		24	180	420	600	---	

Note: B.A. B.Ed. II Year (III Semester) syllabus and scheme course code BAE 301, 302, 303 and 307 will be according to B.A. II year (III semester) academic course of University of Kota, Kota.

B.A. B.ED II Year (IV Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR IV Semester	4.1	BAE 401/DCC	Subject-I: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40
	4.2	BAE 402/DCC	Subject-II: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40
	4.3	BAE 403/DCC	Subject-III: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40
	4.4	BAE 404/DCC	Learning and Teaching	3 Hrs	4	---	4	30	70	100	12	28
	4.5	BAE 405/SEC	Drama and art i:n Education	6 Hrs	---	4	2	50	--	50	25	----
	4.7	BAE 407 /GEC	Computer Application	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total					24	4	26	230	420	650	

Note: B.A. B.Ed. II Year (IV Semester) syllabus and scheme course code BAE 401, 402, 403 and 407 will be according to B.A. II year (IVsemester) academic course of University of Kota, Kota.

B.A. B.ED III Year (V Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
III YEAR V Semester	5.1	BAE 501 /DCC	Subject-I: Theory-V	3 Hrs	6	---	6	50	100	150	20	40
	5.2	BAE 502/ DCC	Subject-II: Theory-V	3 Hrs	6	---	6	50	100	150	20	40
	5.3	BAE 503 /DCC	Subject-III: Theory-V	3 Hrs	6	---	6	50	100	150	20	40
	5.4	BAE 504 /DSE	Pedagogy of School Subject (Part-I)	3 Hrs	4	---	4	30	70	100	12	28
	5.5	BAE 505	<i>VAC (Mulya Pravaha)</i>	1.5 Hrs		4	2	---	50	50	25	
	Semester Total							24	230	370	600	---

Note: B.A. B.Ed. III Year (V Semester) syllabus and scheme course code BAE 501, 502, 103 and 503 will be according to B.A. III year (V semester) academic course of University of Kota, Kota.

B.A. B.ED III Year (VI Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
III YEAR VI Semester	6.1	BAE 601 /DCC	Subject-I: Theory-VI	3 Hrs	6	---	6	50	100	150	20	40
	6.2	BAE 602/ DCC	Subject-II: Theory-VI	3 Hrs	6	---	6	50	100	150	20	40
	6.3	BAE 603 /DCC	Subject-III: Theory-VI	3 Hrs	6	---	6	50	100	150	20	40
	6.4	BAE 604 /DCC	School of Internship Phase I (4 Weeks)			4	2	50		50	25	
	6.5	BAE 605/DCC	Final Lesson : Pedagogy of School Subject (Part-I)			8	4		100	100		50
	6.5	BAE 606	SEC (Skill Enhancement Courses)			4	2	50		50	25	
	Semester Total							26	250	400	650	---

Note: 1. B.A. B.Ed. III Year (VI Semester) syllabus and scheme course code BAE 601, 602, 603 will be according to B.A. III year (VI semester) academic course of University of Kota, Kota.

2. Micro Teaching and Criticism will be organized by college.

B.A. B.ED IV Year (VII Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
IV YEAR VII Semester	7.1	BAE 701 /DCC	Guidance and Counselling in School	3 Hrs	4	---	4	30	70	100	12	28
	7.2	BAE 702 /DCC	Creating and inclusive School	3 Hrs	4	---	4	30	70	100	12	28
	7.3	BAE 703 /DCC	Understanding Disciplined and subjects	3 Hrs	4	---	4	30	70	100	12	28
	7.4	BAE 704/ DSE	Pedagogy of School Subject (Part-II)	3 Hrs	4	---	4	30	70	100	12	28
	7.5	BAE 705/ SEC	Reading and reflecting on texts Internal assessment			4	2	50		50	25	
		BAE 706/ DCC	Simulation & Criticism Lessons			4	2	50		50	25	
	7.6	BAE 707/SEC	Communication skill			4	2	50		50	25	
	7.7	BAE 708/GEC	Yoga and Self Development			4	2	50		50	25	
	Semester Total							24	320	280	600	---

B.A. B.ED IV Year (VIII Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
IV YEAR VIII Semester	8.1	BAE 801 /DCC	School Internship (Phara II) 16 week			24	12	300		300	150	
	8.2	BAE 802 /DCC	Via-voce			8	4	100		100	50	
	8.3	BAE 803 /CEE	Case study Institution/Student			8	4	100		100	50	
	8.4	BAE 804/ DSC	Critical Understanding of ICT				2	50		50	25	
	8.5	BAE 805/ DCC	Final Lesson Pedagogy of School Subject (Part-II)			8	4		100	100		50
	Semester Total							26	550	100	650	

B.A. - B.Ed I year (Semester I)

Childhood and Growing up

Paper Code : BAE104/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors influencing development- genetic, biological, environmental and physical
- Theories of development :
 - a) Piaget's vgotsky cognitive development
 - b) Freud's psycho- sexual development
 - c) Erikson's psycho social development

Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools,neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, pear group,social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs- Concept) andeducational implication.

Unit IV: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner,Pavlov),Gestalt, Cognitive and Field theory, Information processing theory, SocialConstructive approach ,Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaininga productive Classroom Environment:-Dealing with misbehaviour,

Unit V: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.
- *Evaluation Procedure* *100 Marks*
- *Any two practicum & test* *30 Marks*
- *(Covering Unit I to V)*
- *External Evaluation* *70 Marks*

Practicum/Field Work

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory

Administration and interpretation of an individual group test of intelligence.

References:

1. Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book

3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: VikasPublishing House.
7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, HumanDevelopment, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Publishedby Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching,Houghton Miflin Company, Bosten New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing LearnersMultimedia Edition (<http://www.prenhall.com/ormrod>)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan,Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley(India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

Web Links:

- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine/pdf>
- <https://old.nios.ac.in/secpsy.cour/unit/IIpdf>
- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine /pdf 2>
- <https://old.nios.ac.in/secpsy.cour/unit/II pdf 3> <https://quinticsports.com images 4>
- <https://pinterest.com images>

- <https://www.jeffreyarnett.com>. Emerging adulthood A theory of development from Late teens through twenties- “do you feel that you have reached adulthood”
- <https://www.webmd.com-developmental> tasks and variations 3 <https://www.youtube.com> science activity on simple pendulum 4 <https://www.ocw.mit.edu>. Motion and light experiments and images gallery
- <https://www.sagepublications.com> 2009 – 10.1177/090756819011398-
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- <https://theconversation.com/diversity-in-the-classroom-means-children-develop-differently-33899>
- <http://abkibgnab.com> book Introduction to early childhood a multidimensional approach to child centred care and learning Allyn and Bacon
- <http://aifs.gov.au/publications/differential-parenting-children-divers-cultural-> (Gonzalez-Mena 2001)
- [https://www.ncbi.nlm.nih.gov/books/NBK310550/-](https://www.ncbi.nlm.nih.gov/books/NBK310550/)
- <https://theconversation.com/diversity-in-the-classroom-means-children-develop-differently-33899> 3 <https://extensionpublications.unl.edu/assets/pdf>
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html>
- <https://www.planindia.org>. K.Sekar and Kavitha P. Children in difficult circumstances a research report.
- <https://www.cry.org/blog/impact-poverty-children-India> 3 <https://www.undir.org>. - Child in armed conflict- United Nations Institute for Disarmament Research. Disarmament Forum (three-2011) – Children and conflict
- <https://www.jnnurm.rajiv> Rajiv AvasYojana – Slum development plan
- <https://www.childlineindia.org.in> effects of poverty are more damaging to children. Anthony Lake, Executive Director, UNICEF.
- <https://www.naeyc.org> National Association for the Education of Young Children
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/> 5 <https://www.extensionpublications.unl.edu/assets/pdf>
- <https://theconversation.com/diversity-in-the-classroom-means-children-develop-differently-33899>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html> 5 <https://www.learningportal.iiep.unesco.org/en/improve-learning/teacherspedagogy/appropriate-and-effective>
- <https://www.learningportal.iiep.unesco.org/en/improve-learning/schoolsclassrooms/schools-conditions>
- <https://www.learningportal.iiep.unesco.org/en/improve-curriculum-materials/supplementary-learning-materials> 8

<https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/ preservice teacher training>

- <https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/in-service teacher training>
- School works.gvsu.edu>egi>vie
- <https://www.linkedin.com/pulse/role-education-sector-removing-genderinequality-manikandan-annadurai>
- www.powershow.com/view/13d9bc-NDM1Z/Gender_Equality_in.
- http://www.ncert.nic.in/departments/nie/dws/modules/RMSA_Module.pdf
- http://www.ncert.nic.in/departments/nie/dws/pdf/overallreportDGS_24_8_17.pdf
- <https://en.unesco.org/themes/education-and-gender-equality>

Learning out Come -

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

B.A. - B.Ed I year (Semester II)

Contemporary India and Education

Paper Code : BAE204/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.

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

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

Unit – III: Constitution and Education

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

Unit – IV: Programme and Policies

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

Commission–1952-53, Indian Education Commission– 1964-66,
National Education Policy– 1986

- Rammurthy Committee (1990), Yashpal Committee Report (1993)
Revised National Education Policy (1992) NCF–2005, NKC–2006,
NCFTE– 2009, RTE–2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi
Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social
change, Obstacles in innovation, Role of Education in bringing
innovations,
- Education through interactive mode of teaching: Computer, Internet,
Tally and Video Conferencing, Eduset, Smart Class Room, Role of E-
learning, E- content, Emagazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in
life regarding Social inclusion.

Evaluation Procedure *100 Marks*

Any two practicum & test *30 Marks*

(Covering Unit I to V)

External Evaluation *70 Marks*

Practicum/Field Work

Any one of the following: -

- Debate or Organize a one day discussion on the topic related to the
subject and submit a report.
- Critical appraisal on the report or recommendations of any commission
and
- committee.

- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

REFERENCES :-

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur:Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2.Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT,Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on
1. Education, New Delhi, 1966.
7. अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथअकादमी।
8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India (1757-1986), NewDelhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen an Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution andconstitutional laws, National Book Trust India, 2011.
13. Keay,F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist) London: Mac Milan and Co. Ltd.

16. Mookerji, R.S: Ancient Indian Education
17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp & Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore Satprachar Press
26. अल्तेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति।
27. आर, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता एस.पी. एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास भारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, भारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन, मेरठ।
32. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

Web Links:

- <http://www.dreducation.com/2013/08/data-statistics-india-student-college.html> (August 25, 2013)
- <https://www.zeroerp.com/>
- <http://www.yourarticlelibrary.com/essay/constitutional-provisions-regardingeducation-in-india/45229>
- <https://www.owlgen.com/question/which-constitutional-provisions-are-relatedto-education>
- <https://pcer.ac.in/wp-content/uploads/2015/12/Contemporary-India-andEducation.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/8525/1/Unit%204.pdf>
- <https://slideplayer.com/slide/13043561/6>
<https://www.ukessays.com/essays/education/education-important-factor-in-a-developing-country-education-essay.php>
- https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India
- <http://www.yourarticlelibrary.com/political-science/equality-meaning-featuresand-types-of-equality/40362>
- <Http://www.simplydecoded.com/2013/10/28/indian-preamble-and-itsimportance/>
- <http://www.publishyourarticles.net/knowledge-hub/political-science/essay-onlegal-equality/4666/>
- <https://www.investopedia.com/terms/s/social-justice.asp>
- <https://www.quora.com/What-is-the-difference-between-a-government-schooland-a-private-school-in-India>
- <https://www.mapsofindia.com/my-india/education/condition-of-govt-schoolsin-india-quality-of-teachers-and-teaching>
- <https://yourstory.com/2018/09/technology-teacher-absenteeism-uttarakhand> (check for a case study)
- https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf
- <http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html>
- <https://www.mapsofindia.com/my-india/education/gap-between-private-andpublic-schools-how-it-is-hurting-india>
- <https://timesofindia.indiatimes.com/blogs/minorityview/time-to-end-themenace-of-single-teacher-schools/8>. <https://www.thehansindia.com/posts/index/Hans/2017-04-13/Single-teacherschools-affecting-education/293057>
- https://archive.org/stream/TheSingleTeacherSchool-J.P.Naik/1.Jp-TheSingleteacherSchool_djvu.txt
- <https://www.civilsocietyonline.com/column/back-to-school/schools-with-justone-teacher/>
- <https://www.teachermagazine.com.au/columnists/geoff-masters/big-fivechallenges-in-school-education>
- <https://www.edexlive.com/news/2019/jan/23/single-teacher-schools-ktakaranks-6-in-india-with-4700-such-schools-5123.html>

- <https://www.livemint.com/Opinion/h5HSgEHlroT6PbmRFzHYnJ/OpinionReforms-to-save-government-schools-in-Karnataka.html>
- https://www.indiaonline.com/article/news-top-story/education-gender-gap-and-rural-urban-differences-widespread-115070100222_1.html
- <http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html> 16.
- <https://women-s.net/difference-rural-and-urban-education>
- <https://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/10/16-2-1.pdf>
- <http://www.khpt.org/wp-content/uploads/2017/04/barriers-and-enablers-to-education.pdf>
- <https://plato.stanford.edu/entries/equal-ed-opportunity/>
- <https://www.youthkiawaaz.com/2018/02/education-in-india-some-debates/>
- <https://files.eric.ed.gov/fulltext/ED537169.pdf>
- <https://www.slideshare.net/siva8492/sociology-equalization-of-educational-opportunity>
- <https://www.thehindu.com/news/cities/bangalore/government-has-not-addressed-the-gap-in-universal-access-to-school/article23402575.ece>
- <https://www.infochangeindia.org/education/185-education/backgrounders/9215-challenges-in-implementing-the-rte-act-3>.
<https://socialissuesindia.wordpress.com/2010/07/15/rte-act-2009-anomalies-and-challenges/>
- <http://www.dise.in/Downloads/Publications/Publications%202011-2/State%20Report%20Cards%202011-12.pdf>
- <http://indiacode.nic.in/coiweb/amend/amend86.htm>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RTI_Mode_I_Rules.pdf
- https://www.academia.edu/11348054/challenges_for_implementation_of_right_to_education_act_rte_for_children_with_hearing_impairment_in_inclusive_education_-_a_survey
- http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/
- <http://mhrd.gov.in/pmmnmtt>
- <http://www.vinsonias.com/DynImg/d1fe7d3b-2261-45c1-83de99765ae63656.pdf>
- <http://www.tezu.ernet.in/tlc/pdf/MHRD%20VISIT.pdf>
- <https://currentaffairs.gktoday.in/tags/pmmnmtt>
- http://calem.tiss.edu/?page_id=4257. <http://www.indiagk.net/2015/07/pandit-madan-mohan-malaviyanational.html>

Learning out Come -

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

B.A. - B.Ed I year (Semester II)
Open Air/SUPW Camp
Paper Code : BAE208/SEC

External Assessment: 50 marks

Maximum Marks: 50

Credit : 2

Open Air session will be organized for B.A. B.Ed. students. Every student is also expected to participate in the Co-curricular activities, survey, health and social awareness programme in the institution during the session.

S.No.	Guideline for Assessment	Max. Marks
1.	Community Service	15
2.	Survey (Based on social and educational events)	10
3.	Co-curricular Activities	10
4.	Health and Social Awareness programme	15
	Total	50

B.A. - B.EdII year (Semester III)

Knowledge and Curriculum

Paper Code : BAE 307/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To enhance the quality of pre-service and in-service teacher training.
- To realize the importance of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher- pupils in to a vibrant knowledge-based society.

Course Content

Unit I Concept of knowledge & Child's Construction of Knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society. Culture and modernity.
- Distinctions between- Knowledge and Skill, Knowledge and information, Reason and belief.
- Sources of Knowledge: Empirical knowledge Vs Revealed knowledge.
- Different kinds of knowledge:
 - (a) Disciplinary knowledge: Concepts and Alternative
 - (b) Course content knowledge criteria of Selection and concerns

(c) Indigenous knowledge Vs Global knowledge

(d) Scientific knowledge Vs Religious knowledge

- Concepts of Belief, Information. Knowledge and Understanding

Unit – II: Facts of Knowledge

- Different facts of knowledge and relationship such as-
- Local and Universal
- Concrete and Abstract
- Theoretical and Practical
- School and Out of School

(With an emphasis on understanding special attributes of school knowledge).

Unit – III: Concept of curriculum

- Meaning. Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered. Experience centered. Activity centered, Child centered, and Craft centered..

Unit – IV: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin
- Team Teaching Panel discussion, Conference, Symposium, Workshop, cooperative learning Cup diension. Brain storming issues and concerns with respect to organize a teaching and learning process in a classroom such as study habits, self-learning, learning skills, interest, ability, giftedness with respect to economic background.

Unit – V: Teaching as profession

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance. competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development
- *Evaluation Procedure* *100 Marks*
- *Any two practicum & test* *30 Marks*
- *(Covering Unit I to V)*
- *External Evaluation* *70 Marks*

Practicum/Field Work

Any One

- Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
- Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
- Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/any other agencies.
- Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

REFERENCES :-

REFERENCES:

1. Aggarwal JC (2004). " Educational Psychology". Vikas Publishing House Pvt. Ltd, New Delhi
2. Berk Laura (2007), " Child Development"; Prentice Hall of India, New Delhi.
3. Bichler Robert and Snowman Jack(1991). " psychology Applied to Teaching": Houghton Mifflin company, Boston.

B.A. - B.Ed II year (Semester IV)

LEARNING AND TEACHING

Paper Code: BAE-407/DCC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The student teacher will be able:

After completing the course the students will be able:-

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

Unit -I :Learning and Teaching Process

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning: Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning. Resource and their development for promoting teaching - learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit -II :Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching. Classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.

- Concept of micro teaching, various teaching skills.

Unit -III Educational Technology

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

Unit -IV New Trends in teaching learning due to technological innovation

- Analysis and organisation learning in diverse class room: Issues and concerns.
- Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a CriticalPedagogue.

Unit –V School : The Site of Curriculum Engagement

- Role of School Philosophy. Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory. Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum. Transacting Curriculum and Researching Curriculum": Realities and expectations.

Evaluation Procedure *100 Marks*

Any two practicum & test *30 Marks*

(Covering Unit I to V)

External Evaluation *70 Marks*

Practicum/Field Work

- Seminars discussions, movie appraisals, group work. field works.
- Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
- Review of a text book of any school subject.
- Prepare a children's literature handbook.

Reference

1- चौबे एस.पी, 2005,बाल विकास व मनोविज्ञान के मूल तत्वConcept Publishing Company Private Ltd, Mahan Garden, New Delhi.

भू ाण भौलेन्द्र, 2007–08, भौक्षिक तकनीकी,अग्रवान पब्लिके ान, आगरा–7

2. भार्मा डॉ. आर.ए., 2008, शिक्षा के मनोविज्ञान आधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।
3. कुलश्रेष्ठ एस.पी., 2007-08, भौक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, आगरा
4. ऑवेरॉय डॉ. एस. सी, 1999, शिक्षक तकनीकी के मूल तत्व, आर्य बुक डिपो, करोल बाग, नई दिल्ली
5. भार्मा डॉ. आर.ए., शिक्षण अधिनम में नवीन प्रवर्तन 2005, आर. लाल बुक डिपो, मेरठ।
- 6- Shrama R.A., ARYA -2008, mega trends in instructional technology, (Programmed instruction E-learning, local book depot, Meerut (up)
- 7- भार्मा, डॉ. आर.ए. 2005, शिक्षण अधिगम में नवीन प्रवर्तन, आर.लाल बुक डिपो, मेरठ।
- 8- Siddiqui, mujedul hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
- 9- Mathur, Dr. S.S, Mathur, Dr. Anju. 2007-2008 development of learner and teaching learning process, agrawal publication Agra.
- 10- Rao. V.K, reddy, R.s. 1992, learning and teaching commonwealth publishers, New Delhi.
- 11- Bhatnagar, Dr. A.B, bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

Web Links:

- <https://www.studyquirk.com/teaching-and-learning-relationship-aspects-b-ed-notes/>
- <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- <https://edu.google.com/workspace-for-education/editions/teaching-and-learning-upgrade/>
- <https://www.ox.ac.uk/admissions/graduate/courses/msc-learning-and-teaching>
- <https://tophat.com/glossary//learning-by-teaching/>
- <https://egyankosh.ac.in/bitstream/123456789/8501/1/Unit%201.pdf>
- <https://education.nsw.gov.au/teaching-and-learning>
- <https://www.beled.in/relationship-between-teaching-learning-for-beled-exams/>
- https://onlinecourses.swayam2.ac.in/cec20_ed11/preview
- <https://www.buffalo.edu/catt/develop/design/teaching-methods.html>
- <https://www.latrobe.edu.au/learning-and-teaching>

Learning out Comes -

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

B.A. - B.Ed II year (Semester IV)

Drama and Art in Education

Paper Code: BAE-408/SEC

Internal Assessment: 50 Marks

Credit : 2

Objectives

The student teacher will be able

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

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

	other media			
5.	Watch movies and other media of educational significance and their interpretation	02	02	08
	Evaluation of report and viva – voce			10
	Grand Total			50

Procedure –

Internal Assessment = 50 marks

Pedagogy of School Subject

(Part I and Part II)

V & VI semester candidate shall be required to offer any two paper from the following for Part I & Part II

- *Pedagogy of Hindi*
- *Pedagogy of Sanskrit*
- *Pedagogy of English*
- *Pedagogy of Urdu*
- *Pedagogy of History*
- *Pedagogy of Economics*
- *Pedagogy of Civics*
- *Pedagogy of Geography*
- *Pedagogy of Social Science*
- *Pedagogy of Home Science*
- *Pedagogy of Arts*

B.A. B.ED III Year (V Semester)
PEDAGOGY OF HINDI
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

उद्देश्य

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

विषय वस्तु

इकाई 1 हिन्दी भाषा की प्रकृति व विशयपरकता

1. समाज में भाषा
(अ) भाषा और लिंग
(ब) भाषा और अस्मिता
(स) भाषा और वर्ग
2. विद्यालय में भाषा
(अ) घर की भाषा और स्कूल की भाषा में विशयवस्तु समझने में उनकी भूमिका
(ब) ज्ञान सृजन और भाषा
(स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
(द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका
3. संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति
(अ) धारा 343 – 351, 350

(ब) कोठारी कमीभान (64 से 66)

(स) रा त्रीय भािक्षा नीति – 1986, पी.ओ.ए. – 1992

इकाई – 2 स्कूली विािय के रूप में हिन्दी भाा ा

स्कूली विािय के रूप में हिन्दी भाशा की निम्नलिखित विाियवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्भा

1. हिन्दी भाा ा: वर्णमाला स्वरसंधि, समास, काल, विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विािय के रूप में हिन्दी भाशा िािक्षण की चुनौतियाँ
3. रोचकता के साथ िािक्षण
4. स्कूली स्तर पर भाशा को समृद्ध व सहज बनाने के उपाय
5. सामान्य पाठ योजना के चरण व पाठ िािक्षण के संदर्भ में उद्देश्य लेखन

इकाई 3 हिन्दी भाशा को सीखने – सिखाने की पद्धतियों/तरीके भाशा सीखने सिखाने की विभिन्न दृि्टियाँ

1. भाशा अर्जन और अधिगम की दार्भानिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाशा सीखने सिखाने की बहुभाि िक दृि्ट – जॉन डुई, ब्रुनर, जे. प्याजे, एल. वायगात्स्की चॉम्स्की व भारतीय भाशाभाास्त्रियों पाणिनी, कामता प्रसाद गुरु किभोरी दास वाजपेयी आदि के दृि्टकोण में।
3. भाशा अर्जन के आधुनिक तरीके
भाशा भािक्षण की प्रचलित विधियाँ /प्रणालियाँ और उनका विभले ाण
 1. व्याकरण अनुवाद प्रणाली
 2. प्रत्यक्ष प्रणाली
 3. ढाँचागत प्रणाली
 4. प्राकृतिक प्रणाली
 5. संप्रे ाणात्मक प्रणाली

इकाई 4 हिन्दी भाशा का िािक्षाशास्त्रीय विाि स्ेश व अधिगम आधार

1. संदर्भ में भाशा – संदर्भ में व्याकरण और संदर्भ में शब्द
2. भाशायी दक्षताएँ – सुनना, बोलना, पढ़ना और लिखना
सुनना और बोलना – सुनने का कौ ाल, बोलने का लहजा – भाशाई विविधता और हिन्दी पर इसका प्रभाव, पढ़ने– पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौ ाल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाशा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहासता से संप्रेशणात्मक वातावरण का निर्माण
पढ़ना – पढ़ने के कौ ाल, पढ़ने के कौ ाल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन–पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौ ाल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थियॉरस, भाब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्त्व।
लिखना – लिखने के चरण, लेखन – प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)
भाशा का स्वरूप

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

इकाई 5 हिन्दी भाषा में मूल्यांकन

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

Practicum/Field Work

गतिविधि / पोर्टफोलियो / परियोजना कार्य (कोई दो)

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

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

संदर्भपुस्तकें :

1. हिन्दी शिक्षण रमन बिहारीलाल
2. हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
4. हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया

5. भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
6. मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
7. भाषा ब्लूम फील्ड
8. शुद्ध हिन्दी डॉ० भागीरथ मिश्र
9. हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
10. हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
11. अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
12. व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
13. नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
14. शब्दार्थ दर्शन – रामचन्द्र वर्मा
15. भाषा सम्प्राप्ति मूल्यांकन– के.जी.रस्तोगी 16.हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

Web Links:

- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf
- <https://www.uou.ac.in/sites/default/files/slm/CPS-12.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/BhashaShikshanBhag-I.pdf>
- <https://hi.wikipedia.org/wiki/%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0>
- <https://exambaaz.com/hindi-pedagogy-notes/>
- <https://www.amazon.in/-/hi/DR-B-D/dp/B084FXCT4Q>
- <https://unacademy.com/course/hindi-pedagogy-of-language-tet/NLA36N2V>
- <https://ehindistudy.com/2022/04/05/pedagogy-hindi-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0/>
- <https://letslearnn.com/ctet-hindi-pedagogy-notes-pdf-download/>

Course Learning Outcome -

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

B.A. B.ED III Year (V Semester)

संस्कृत का शिक्षण शास्त्र

Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

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

पाठ्यक्रम

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

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

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

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

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

इकाई –2 संस्कृत भाशा शिक्षण के सिद्धान्त, सूत्र एवं उद्देश्य

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

इकाई–3 संस्कृत भाशा शिक्षण कौशल, विधियां एवं उपागम

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

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

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

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

3. शिक्षण एवं अधिगम सामग्री और साधन
प्रिन्ट मीडिया व अन्य वाचन-सामग्री जैसे – अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचार पत्र, कक्षा पुस्तकालय इत्यादि।
दृश्य-श्रव्य साधन जैसे-वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, भयाम पट्ट, फ्लैट कार्ड, टेप रिकार्डर, पारदर्शी, रेडियो, कम्प्यूटर एवं सीडी इत्यादि।

इकाई-5 संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

- 1 वस्तुनिष्ठ प्रश्न – रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पी प्रश्न, सुमेलन पद प्रश्न, सत्य-असत्य प्रश्न,
- 2 अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,
- 3 निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक, आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेष्टित सजगता के प्रश्न।

- 1 भाषा विकास की प्रगति का आकलन सतत एवं समग्र आकलन की तकनीक, मौखिक, लिखित, स्व आकलन, भालाका आकलन, सहपाठी आकलन एवं समूह आकलन
- 2 विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंकयोजना, पद विशेषण

Practicum/Field Work

सत्रीय कार्य

निम्नांकित में से किन्हीं दो गतिविधियों का चयन कर प्रतिवेदन तैयार करना।

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

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

सन्दर्भ पुस्तकें

1. आप्टे, वी.एस. (2008) संस्कृत हिन्दी को, जयपुर, रचना प्रकाशन
2. भंसाली, आशा (2004) संस्कृत शिक्षण के नये आयाम, जोधपुर, राजस्थानग्रन्थागार
3. दवे, अमृतलाल एवं भार्मा, डॉ.निरूपमा (2012) संस्कृत शिक्षण के सिद्धान्त एवं अभ्यास, आगरा, राधा प्रकाशन मन्दिर प्रा. लि.
4. दवे, अमृतलाल, पाटनी, उशा एवं नागदा, उदयलाल (2013) संस्कृत का शिक्षण भास्त्र, आगरा, राधा प्रकाशन मन्दिर प्रा.लिमिटेड
5. द्विवेदी, कपिल देव (2008) रचनानुवादकौमुद्री, जयपुर विश्वविद्यालय प्रकाशन
6. गोयल, प्रीतिप्रभा (2000) संस्कृत व्याकरण, जोधपुर राजस्थान ग्रन्थागार
7. जोशी, मोतीलाल एवं भार्मा, मंजु (2002) संस्कृत शिक्षण, चण्डीगढ़, देवनारायण प्रकाशन
8. कर्णसिंह (1997) संस्कृत शिक्षण, लखीमपुर-खीरी, गोविन्द प्रकाशन
9. मिश्र, प्रभाकर (1984) संस्कृत शिक्षण, चण्डीगढ़, हरियाणा ग्रंथ अकादमी
10. मित्तल, संतोश (2007) संस्कृत शिक्षण, मेरठ, आर.लाल, बुक डिपो
11. पाण्डेय, रामकल (1995), संस्कृत शिक्षण, आगरा, विनोद पुस्तक मन्दिर
12. सफाया, आर.एन. (1990) संस्कृत शिक्षण, जालंधर किताब घर
13. साम्बलिवमूर्ति, कम्बम्पाटी (2006) संस्कृत शिक्षण, जयपुर, दीपशिखा प्रकाशन
14. सत्यदेव सिंह एवं भार्मा, भास्त्रिकला (2014) संस्कृत शिक्षण आगरा, अग्रवाल पब्लिकेशन
15. सातवेलकर, श्रीपाद, दामोदर (2004) स्वयं-शिक्षक, दिल्ली, राजपाल एण्ड सन्स
16. भार्मा, मुरलीधर (2003) संस्कृत शिक्षण समस्या, तिरुपति, राष्ट्रीय संस्कृत संस्थान
17. भार्मा, एन.के. (2008) संस्कृत शिक्षण, नई दिल्ली, के.एस.के. पब्लिशर्स एवं डिस्ट्रिब्यूटर्स
18. भास्त्री, वासुदेव (1996) क्रियात्मक संस्कृत शिक्षण, नवदेहली, राष्ट्रीय संस्कृत संस्थान
19. त्रिपाठी, ब्रह्मानन्द (2003) अनुवादचन्द्रिका, वाराणसी, चौखम्बा सुरभारती प्रकाशन
20. त्रिपाठी, रमाकान्त (2002) अनुवाद रत्नाकार, वाराणसी, चौखम्बा विद्याभवन
21. त्रिपाठी, रामनारायण (1970) संस्कृत अध्यापन विधि, आगरा लक्ष्मीनारायण अग्रवाल
22. उपाध्याय, बलदेव (1982) संस्कृत साहित्य का इतिहास, वाराणसी, भारदा निकेतन
23. विश्वास (2004) कौशलबोधिनी, नई दिल्ली, संस्कृत भारती
24. व्यास, भोलाकर (1999) संस्कृत भाशा, दिल्ली, चौखम्बा विद्याभवन
25. Apte, D.G and Dongre, P.K (1960), Teaching of Sanskrit in Secondary School, Baroda, Acharya Book Depot.

26. Huparikar () Problems of Sanskrit Teaching
27. Kumar, Krishna (1998) The Child's Language and the Teacher-A handbook, New Delhi, National Book Trust
28. Mishra, K.K (1997) Sanskrit Studies in India, New Delhi, Rashtriya Sanskrit Sansthan
29. National Curriculum Framework, 2005, Position Paper on Teaching of Indian Language, NCERT, New Delhi
30. Report of Sanskrit Commission (1958) Govt of India, New Delhi
31. Report of Official Language Commission (1958) Govt of India, New Delhi.

Web Links:

- <https://www.uou.ac.in/sites/default/files/slm/CPS-6.pdf>
- <https://www.uou.ac.in/sites/default/files/slm/CPS-14.pdf>
- <https://www.pupilstutor.com/2021/05/pedagogy-of-sanskrit-pdf.html>
- <https://www.gkpad.com/pedagogy-of-sanskrit-book/>

Course Learning Outcome -

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

B.A. B.ED III Year (V Semester)
PEDAGOGY OF ENGLISH
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The student teacher will be able to:

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

Course Content

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

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

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

Unit -II : POSITION OF ENGLISH IN INDIA

Role of English Language In The Indian Context:

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

Unit – III : AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

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

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

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

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

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

Grammar & Vocabulary

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

Instructional Design

- Logical arrangement of Instructional Design for teaching any topic
- Steps for teaching a prose lesson
- Steps for teaching a poetry lesson

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

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

UNIT – V : EVALUATION STRATEGIES OF ENGLISH

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

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

- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?
- Now write an analysis based on the above issues.
- Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.
- Preparation of five cards, five pictures cards and five cross word puzzles.

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

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

References:

1. Bansal, R.K. and Harrison, J.B.(1972):Spoken English for India. Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
5. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
6. Doff, A. (1988): Teach English: Cambridge: CUP.
7. Freeman, Diane-Larsen (2000): Techniques and Principles in Language Teaching. Oxford: OUP
8. Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
9. Hornby, A..S. (1968): A Guide to Patterns and Usage in English. Oxford: OUP.
10. Lado, Robert (1971) Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Leech, Geoffrey and Svartvik,(2000)Communicative Grammar of English Cambridge C.U.P.
12. Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
13. Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
14. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
15. Richards, J.C. and Rodgers,T.S.: Approaches and Methods in Language Teaching, Cambridge C.U.P.
16. Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
17. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
18. Ur, P. 1996. A Course in Language Teaching. Cambridge: CUP.
19. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd.

Web Links:

- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- <https://www.amazon.com/Different-Kind-Classroom-Teaching-Dimensions/.../087120...>

- <https://www.uts.edu.au/...teaching/teaching...teaching/planning-and-preparing-teaching>.
- <http://www.theguardian.com/teachernetwork/teacherblog/2012/apr/10/language-teaching-social-media>.
- <http://a4esl.org/>
- <http://carla.acad.umn.edu/>
- <http://www.eslcafe.com/>
- <http://resources.hkedcity.net/>
- <http://iteslj.org/ESL.html>
- <http://www.teachitprimary.co.uk/>
- <http://www.teachingenglish.org.uk/>
- <http://www.teachitprimary.co.uk/>
- <http://www.tefl.net/esl-lesson-plans/>
- <http://www.language-education.com/eng/index.asp>
- <http://www.edufind.com/english/grammar/>
- <http://www.rong-chang.com/>
- <http://www.englishclub.com/>
- <http://www.webenglishteacher.com/index.html>

Course Learning Outcome -

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

B.A. B.ED III Year (V Semester)
PEDAGOGY OF URDU
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The student teacher will be able to :-

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

Course Content

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

Language And Society:

1. Language and gender
2. Language and identity
3. Language and power

4. Language and class (society).
3. **Language In School:**
 1. Concept of home language and the school language
 2. Language and construction of knowledge
 3. Difference between language as a school-subject and language as a means of learning and communication
 4. Multilingual classrooms
4. **Constitutional Provisions And Policies Of Language Education:**
 1. Position of languages in India
 2. Constitutional provisions and policies of language education (Articles 343, 351, 350A)
 3. Kothari Commission (1964-66);
 4. National Curriculum Framework-2005 (language education)
 5. Position of Urdu as first, second and third languages in India.

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

Role of Urdu Language In India:

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

Unit – III : An Overview Of Language Teaching & Methodologies

1. Different Approaches/Theories/ To Language Learning And Teaching (Mt&Sl):
Philosophical, social and psychological bases of approaches to Language
 1. Acquisition and Language learning
 2. Inductive and deductive approach
2. **A Critical Analysis of the Evaluation Of Language Teaching Methodologies:**
 1. Grammar translation method
 2. Direct method
 3. Structural-Situational method
 4. Audio-lingual method
 5. Natural method
 6. Communicative approach.

Unit - IV: Pedagogical Analysis & Evaluation Strategies of Urdu

1. **Aspects of Linguistic Behaviour:** Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.
2. **Linguistic System:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.
3. **Assessment Strategies**
 1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
 2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting-Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
 3. Feedback to students, parents and teachers.

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

1. Grammar in Context; Vocabulary In Context.

2. Acquisition of Language Skills: Listening, speaking, reading and writing.

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

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

1. Assign a task to the students to collect at least 15 Motivational 'Urdu Shayaries' of renowned 'Shayar' and prepare a report of the same for presenting it in class.
2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.
3. Do a survey of five schools in your neighbourhood to find out:
 - i. Level of introduction of Urdu
 - ii. Materials (Textbooks) used in the classroom
4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.

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

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

References

1. Hum Urdu Kaise Padhen : Mucnuddin
2. Urdu Zaban Ki Tadress : Moenuddin
3. Taders-e-Zaban-e-Urdu : Inamullah Sharwani
4. Hum Urdu Kaise Likhaan : Rasheed HasanKhan
5. Urdu Imla : Rasheed Hasan Khan
5. Quwaid-e-Urdu : Maluvi Abdul Haq
6. Fun-e-Taleem – Tarbal : Fazal Hussain
7. Ghazal and Dars-e-Ghazal : Akhtar Ansari
8. Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

Web Links:

- <https://manuu.ac.in/DDE-SelfLearnmaterial/BED%20214%20DST%20Pedagogy%20of%20Urdu.pdf>
- <https://manuu.edu.in/dde/sites/default/files/2021-03/111DST%20Pedagogy%20of%20Urdu.pdf>
- https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/BEDD114DST_July4.pdf
- <https://unacademy.com/lesson/pedagogy-of-urdu-part-1-in-hindi/GSO7MW2J>
- <https://www.urdupoint.com/dictionary/english-to-urdu/pedagogy-meaning-in-urdu/68565.html>
- <https://www.scribd.com/document/415055089/BED-214-DST-Pedagogy-of-Urdu-pdf>
- <https://english.shabd.in/dr-syed-hayath-basha-s-diary-dr-syed-hayath-basha/book/10104061>
- <https://mmhapu.ac.in/doc/eContent/Education/MdOwais/May2020/URDU%20PEDAGOGY-03.pdf>

Course Learning Outcome -

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

B.A. B.ED III Year (V Semester)
PEDAGOGY OF HISTORY
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The student teacher will be able to:

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

Course Content

Unit - I : Nature of History as a Discipline

1. Meaning, Concept, Needs of History teaching.
2. Nature and scope of History teaching.
3. Historical development of History as a discipline.
4. Changing areas of History as a subject.
5. Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

Unit II: History as a school subject

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

Unit III: Methodology of Teaching-learning of History

1. Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.
2. Excursion and team teaching as a method.
3. Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Chronological events and their inter relatedness, epoch-making events.
 - b. Understanding ancient, medieval and modern history in reference to emergence of different civilizations.
 - c. Understanding international history.
2. Modes of learning engagement in history -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in history room
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips to sources of history

Unit - V: Assessment & Evaluation of History learning

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
 - a. Planning of evaluation in history
 - b. Formative and summative evaluation in history
 - c. Continuous and comprehensive evaluation (CCE) in history
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in history.

Practicum/Field Work

Any two of the following

1. Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.
2. Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
3. Prepare a survey based report on the primary sources available in your village/town/city & also throw light on their historical importance.
4. Find out the similarities in development of river valley civilisations of India

& civilisations abroad.

5. Prepare a time-scale diagram of any historical topic on a chart & put it in a school classroom & keep a note of it with you.

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

References

1. Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
2. Choudhary, K.P. ; Effective teaching of History in India, NCERT.
3. Ghate, V.D. ; Suggestions for the teaching of History in India.
4. Ghose, K.D.; Creative teaching of History OUP
5. Hill, C.P. : Suggestions on the teaching of History.
6. Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
7. Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

1. Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
2. Ghate, B.D.; History teaching, Hariyana
3. Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

Web Links:

<https://testbook.com/question-answer/pedagogy-of-history-would-try-to-construct-hi-5ede25b6f60d5d471eb2e497#:~:text=it%20describes%20various%20teaching%2Dlearning,of%20the%20teaching%2Dlearning%20activities.>

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://sadbhavnapublications.org/images/notes-pdf/files/PEDAGOGY-OF-HISTORY-0.pdf>

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://sadbhavnapublications.org/images/notes-pdf/files/PEDAGOGY-OF-HISTORY-0.pdf>

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://assets.vmou.ac.in/BED127.pdf>

<https://islandteacher.xyz/history-2-2/>

<https://lepole.education/en/post/pedagogical-culture/history-of-pedagogy/>

Course Learning Outcome -

The student teacher will understand the nature and scope of history teaching with changing trends and goals of teaching history.

B.A. B.ED III Year (V Semester)
PEDAGOGY OF ECONOMICS

Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The student teacher will be able to:

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

Course Content

Unit I : Nature of Economics as a Discipline

1. Meaning, Concept, Needs of Economics teaching.
2. Nature and scope of Economics teaching.
3. Historical development of Economics as a discipline.
4. Understanding the nature & scope of Micro and Macro Economics

Unit II: Economics as a school subject

1. Importance of Economics in school curriculum.
2. Aims & objectives of teaching Economics at Secondary & Senior Secondary level. Writing objectives in behavioural terms.
3. Correlation of Economics with other School Subjects – Social Science Geography, Civics, History.
4. Understanding the Global Economy.

Unit III: Methodology of Teaching-learning of Economics

1. Methods and devices of teaching Economics at secondary and senior secondary level - Lecture, Project, Questioning, Discussion, Workshop, Problem Solving
2. Enriching Economics knowledge through General reference materials, reference books Journals & encyclopaedia & using them in classroom teaching.
3. Planning, organizing and conducting a trip to places of Economic importance.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Understanding the Monetary & Fiscal policy of India.
 - b. Economic Development-Meaning, Factors, Role of Agriculture, Industry and foreign Trade in Economic Development.
 - c. Problems of Indian Economy-Major factors of controlling population explosion, poverty and unemployment.
 - d. Understanding demand and supply, types of markets
2. Modes of learning engagement in Economics -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in Economics room
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips to sources of Economics

Unit V: Assessment & Evaluation of Economics learning

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
 - a. Planning of evaluation in Economics
 - b. Formative and Summative Evaluation in Economics
 - c. Continuous and Comprehensive Evaluation (CCE) in Economics
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Economics.

Practicum/Field Work (Any two of the following)

1. Study a mismatch in Demand & Supply of agriculture based products (Onion, tomato etc) in local markets & analyse how the prices are effected. The sellers can be randomly interviewed.
2. Conduct a survey based study on economic condition of rural people of your area.

3. Prepare a report on how the rural area women earn money through different skill based products of cottage industries.
4. Do a small survey of Local/urban/metropolitan market & trace some shops & items where 'Consumer Surplus' dominates.
5. Collect some articles based on burning issues of Indian Economy from the Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

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

References

1. Kanwar, B.S.: Teaching of Economics, Prakash Bros, Ludhiyana, 1973.
2. Rai, B.C. : Methods of Teaching Economics, Publication Centre, Lucknow, 1986.
3. Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
4. Bawa, Dr. M.S.(ed) : Teaching of Economics : Contemporary Methods and Strategies for Secondary and Senior Secondary levels, Teachers' Hand-book; Institute of Advanced Studies in Education, Department of Education, University of Delhi, 1995.
5. Tyagi,G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

Web Links:

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tnteu.ac.in/pdf/economics.pdf>

<https://bmdeducation.org/download/b-ed-2024-b-ed-1st-year-pedagogy-of-economics-short-exam-notes-pdf-download-english-medium/>

<https://www.amazon.in/Pedagogy-Economics-English-Medium-MAHENDER/dp/B08262X8DY>

<https://www.amazon.in/Pedagogy-School-Subject-Economics-Rampal/dp/8193257138>

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://assets.vmou.ac.in/BED129.pdf>

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/_UG_B.Ed._Education_701%2023G%20Economics_7023.pdf

Course Learning Outcome -

The student teacher will understand the nature and scope of economics teaching and understand the monetary & fiscal policy of India.

B.A. B.ED III Year (V Semester)
PEDAGOGY OF CIVICS
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

Student-teachers will be able to:-

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

Course Content

Unit - I: Nature of Civics/political science as a Discipline

1. Meaning, Concept, Needs of Civics/political science teaching.
2. Nature and scope of Civics teaching.
3. Historical development of Civics as a discipline.
4. Civics vis-à-vis Political Science.
5. Importance of Studying Civics in the context of National Integration and International understanding.

Unit – II : Civics as a school subject

1. Importance of Civics in school curriculum.
2. Aims & objectives of teaching Civics/political science at secondary level. Writing objectives in behavioural terms.
3. Correlation of Civics with other School Subjects – Social Science Geography, Economics, History.

4. Civics in developing local, national and international understanding of political scenario.

Unit - III: Methodology of Teaching-learning of Civics/political science

1. Methods and devices of teaching civics/political science at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.
2. Excursion and team teaching as a method.
3. Developing civic sense: National Days' celebration, Prompting for intensive reading,
4. Respecting the legendary Personalities & Value inculcation through activities.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.
 - b. Understanding the evolution of Indian constitution
 - c. Understanding the Secularism, Democracy & Socialism
 - d. An overview of the eminent Political Thinkers
3. Modes of learning engagement in Civics-
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in civics room
 - e. Reflective written assignments
 - f. Library survey

Unit - V: Assessment & Evaluation of Civics learning

1. Purpose and concept of evaluation in civics.
2. Objective & Process Based Evaluation
 - a. Planning of evaluation in Civics
 - b. Formative and summative evaluation in Civics
 - c. Continuous and comprehensive evaluation (CCE) in Civics
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
3. Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.

3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

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

References

1. Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
2. Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
3. Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
4. Raic B.C.: Methods of Teaching Civics, Lucknow, 1985-86.
5. बघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
6. त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
7. मित्तल, एम0एल0 : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
8. कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
9. सिंह, रामपाल : नागरिक शास्त्र शिक्षण, आर0लाल0 बुक डिपो, मेरठ।
10. क्षत्रिय, के0 : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
11. श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

Web Links:

- <https://www.amazon.in/Pedagogy-Civics-Seema-Dayama/dp/9386213168>
- <https://civicsforall.org/pedagogy/10-general-pedagogy/>
- <https://dspmuranchi.ac.in/FacultyBlogDetails.aspx?pid=B.Ed.&rid=akmourya68@gmail.com&bid=126148>
- https://parthpublishers.in/index.php?route=product/product&product_id=2493
- <https://www.learningclassesonline.com/2021/01/pedagogy-of-civics-pdf.html>

Course Learning Outcome -

The student teacher will understand the nature of civics in developing local, national and international understanding of political scenario.

B.A. B.ED III Year (V Semester)
PEDAGOGY OF GEOGRAPHY

Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

Student-teachers will be able to:-

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

Course Content

Unit I: Nature of Geography as a Discipline

1. Meaning, Concept, Needs of Geography teaching.
2. Nature and scope of Geography teaching.
3. Historical development of Geography as a discipline.
4. Role of Geography in developing international understanding.
5. Changing trends in Geography

Unit - II: Geography as a school subject

1. Importance of Geography in school curriculum.
2. Aims & objectives of teaching Geography at secondary level. Writing objectives in behavioural terms.
3. Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences

Unit - III: Methodology of Teaching-learning of Geography

1. Methods and devices of teaching Geography at secondary and senior secondary level - Lecture, Project, Problem solving, Discussion and Supervised Study Method. Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method
2. Excursion as a method.
3. Developing an understanding of Local, National & International features of Geography.

Unit - IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Understanding: Physical Features, Oceans, Mountain Ranges, Sea currents, Desserts, Plains, Trade Winds.
 - b. Understanding: Natural Disasters.
 - c. Understanding the longitudes & latitudes
 - d. Understanding the physical locations of the continents, Peninsulas, Canals, Bays etc
2. Modes of learning engagement in Geography -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in civics room
 - e. Reflective written assignments
 - f. Library survey

Unit - V: Assessment & Evaluation of Geography learning

1. Purpose and Concept of Evaluation in Geography.
2. Objective & Process Based Evaluation
 - a. Planning of Evaluation in Geography
 - b. Formative and Summative Evaluation in Geography
 - c. Continuous and Comprehensive Evaluation (CCE) in Geography
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
3. Evaluation and objectivity, Blue Print, achievement test/question paper in Geography.

Practicum/Field Work (Any two)

1. Make a detailed sketch of the Nile river & describe how it flows through different countries.
2. Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form.
3. Plan your own teaching strategy on any topic of your choice based on geography.

4. Watch any programme of Bear gryll's Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects.
5. Prepare an sketch of the main Geographical features of India with descriptions.

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

References

1. वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
2. शर्मा, सी.आर. : भूगोल शिक्षण, मॉडर्न पब्लिशर्स, मेरठ।
3. सिंह, एच.एन.: भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
4. अरोड़ा,के.एल.: भूगोल शिक्षण, प्रकाश ब्रदर्स, लुधियाना 1983
5. मिश्रा, ए.एन. : भूगोल शिक्षण पद्धति, शिक्षण निकेतन, कानपुर 1959।
6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.
7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
9. Verma, O.P. and Vedanayagam E.G.,:Geography Teaching, Sterling Publishers, New Delhi, 1987.
10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.
11. Macnee: Teaching of Geography, Oxford University Press, and Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

Web Links:

<chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/http://assets.v mou.ac.in/BED126.pdf>

[chrome-](chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.tnteu.ac.in/pdf/geography.pdf)

[extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.tnteu.ac.in/pdf/geography.pdf](chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.tnteu.ac.in/pdf/geography.pdf)

<https://www.amazon.in/Pedagogy-School-Subject-Geography-Dr-R-P/dp/9383292857>

<https://www.slideshare.net/slideshow/pedagogy-of-school-subject-geography/251079297>

<https://www.amazon.in/Understanding-Pedagogy-Geography-D-Venkataraman/dp/BOBRBKS1V2>

<https://www.learningclassesonline.com/2020/10/pedagogy-of-geography.html>

Course Learning Outcome -

The student teacher will understand the role of geography in developing international understanding and changing trends in geography.

B.A. B.ED III Year (V Semester)
PEDAGOGY OF SOCIAL SCIENCE

Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The student teacher will be able to:

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

Course Content

Unit - I: Nature of Social Science as a Discipline

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

Unit – II : Social science as a school subject

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

Unit III: Methodology of Teaching-learning of social science

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

Unit IV: Pedagogical Analysis and mode of learning Engagement

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

Unit V: Assessment & Evaluation of Social Science learning

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

Practicum/Field Work (Any two of the following)

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

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

References

1. यागी, गुरुसरनदास, (2007-08), "समाजिक अध्ययन भािक्षक," प्रेमलता प्रिण्टर्स, आगरा।
2. सिडाना एवं अ ठोक, (2007), "समाजिक अध्ययन भािक्षक," शिक्षा प्रकाशन, जयपुर।
3. भार्मा, हनुमान सहाय, (2005), "समाजिक पर्यावरण अध्ययन भािक्षक," राधा प्रकाशन मन्दिर पर जुरापुरी, आगरा 282002।
4. मिश्रा, महेन्द्र कुमार, (2008), "समाजिक अध्ययन भािक्षक," क्लासिक कलैवशन, जयपुर।
5. षौदा बी.डी, षौदा ए.के, "सामाजिक अध्ययन भािक्षक,"
6. आर्य बुक डिपो, करोल बाग नई दिल्ली-11005। पाण्डेय, सोहनलाल, (2006), "सामाजिक विज्ञान भािक्षक," याम प्रकाशन, जयपुर।
7. तायल बी.बी, (2002), "न्यूकोर्स सामाजिक विज्ञान," आर्य
8. पब्लिकेशन, करोल बाग नई दिल्ली-110005।
9. गर्ग, भवरलाल (1995), "सामाजिक विज्ञान भािक्षक," विनोद पुस्तक मन्दिर, आगरा।
10. Bedi Yesh Pal, (1980), "social and preventive medicine", Atma ram sons, karmese gate, Delhi
11. Gilby Thomas, (1953), "Between community and society" Longmans, Green and co. London, New York
12. Chitambar J.B, (1987), "Introductory Rural Sociology" Wiley Eastern Limited. New Bangalore
13. Ganguli B.N, (1977), "Social Development" AB/9 Safdarjang Enclave, New Delhi
14. Reddy L. Venkateswara, (2005), "methods of Teaching Rural Sociology" Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

Web Links:

- <https://www.tnteu.ac.in/pdf/social.pdf>
- <https://www.historians.org/>
- <http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkitin-bangla/ Toolkit UNESCO: getting all children in school and learning>
- <https://scert.telangana.gov.in/pdf/publication/others/module12.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/A4 Part-III.pdf
- <https://www.learningclassesonline.com/2020/10/pedagogy-of-social-science.html>
- [https://www.distanceeducationju.in/pdf/B.Ed%20Teaching%20of%20Social%20Science%20Course%20No.%20302%20\(1\).pdf](https://www.distanceeducationju.in/pdf/B.Ed%20Teaching%20of%20Social%20Science%20Course%20No.%20302%20(1).pdf)
- <https://egyankosh.ac.in/handle/123456789/46715>

- https://books.google.co.in/books?id=TrRHDwAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf
- <https://itpd.ncert.gov.in/course/view.php?id=949§ion=13>
- <https://sadbhavnpublications.org/images/notes-pdf/files/Ped-5affd033ea1ec.pdf>
- https://onlinecourses.swayam2.ac.in/cec21_ed07/preview

Course Learning Outcome -

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

B.A. B.ED III Year (V Semester)
PEDAGOGY OF HOME SCIENCE
Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives-

Student-teachers will be able to:-

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realize the essential Unity between laboratory work and theoretical background of the subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching home science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Course Content

Unit I: Nature of Home Science as a Discipline

1. Meaning, Concept, Needs of home science teaching.
2. Nature and scope of Home science teaching
3. Home Science teaching in the context of family, group and society.

Unit II : Home science as a school subject

1. Importance of Home science in school curriculum.
2. Aims & objectives of teaching Homescience at secondary level. Writing objective in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Home Science with other School Subjects

Unit III : Methodology of Teaching and learning of Home science

1. Methods and devices of teaching **Home science** at secondary level – Lecture-cum-Demonstration, Experimental, Project, Problem solving, Dramatization, Discussionmethod, Field Trips.
2. Techniques of teaching Home Science

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at Senior secondary level-
Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc. ;Home management – management of time energy, home decoration, floor decoration; Food and Nutrition,Diseases.
2. Modes of learning engagement in Home Science-
 - a. Providing oportunities for group activities and observations.
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d.Teaching aids and activities in laboratory work
 - e. Reflective written assignment

Unit V: Assessment & Evaluation of Home Science learning

1. Performance-based assessment; learners’ record of observations ;(field diary and collection of materials).
2. Oral presentation of learners work.
3. Construction of test items and administration of tests; assessment of practical / experimental work.
4. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation)

Practicum/Field Work

(Any two of the following)

1. Prepare a Flip Card on various Scopes of home Science.
2. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.
3. Presentation of drama on any current social or family issue and drafta report on this.

(Group Activity)

4. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect.Prepare a Performance based record of five Students on the basis of your observation.

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

References

1. Sherry, G.P. and Saran, D.P :Grah Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1969
2. Asthana, S.R. : Griha Vigyan ka Addhyapan, Laxmi Narain Agarwal, Agra, 1968
3. Sarla Sharil : Banana Seekho, Atmaram & Sons, Delhi, 1962
4. Dass, R.R. and Ray, Binita : Teaching of Home Science, Sterling Publishers Pvt., New Delhi, 1984
5. Sukhiya, S.P. and Mehrotra :Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
6. Agarwal, Laxminarayan, Teaching of Home Science.
7. Sherry, G.P. : Home Management

Web Links:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.msuniv.ac.in/images/academic/departments/dddce/curriculum/home_science.pdf

<https://www.flipkart.com/pedagogy-home-science-b-ed-first-year-course-book/p/itm4a92nkyrzha>

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gla.ac.in/Uploads/image/338imguf_PedagogyofHomeScience.docx.pdf

<https://www.flipkart.com/pedagogy-home-science-b-ed-books/p/itm4jzhguy3mwea>

Course Learning Outcome -

The student teacher will understand the importance and need of Home science in Curriculum.

B.A. B.ED III Year (V Semester)

PEDAGOGY OF ART

Paper Code: BAE-504/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The student teacher will be able to:

- Understand the nature of Art as a discipline.
- Get acquainted with the origin and evolution of various Forms of Art.
- Understand the place of Art in general education.
- Understand the concept and basics of different art forms (visual and performing arts);
- Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
- Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
- Get acquainted with the strategies of classroom teaching of art.
- Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
- Prepare and use suitable teaching aids in the classroom effectively.
- Understand the creative aspect of the Teaching of child art.
- Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
- Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

COURSE CONTENT

UNIT-I Concept, Nature, and Scope of art as a Discipline:

1. Meaning and Etymology of word 'Art' (Indian and Western context)
2. Various forms of Visual Art: Art of Painting; Sculpture; and Architecture;
3. Concept of Art or Aesthetics (Indian and Western context)
4. Classifications of art:
 - a) Visual, Performing and Literary arts;
 - b) Classical, Traditional and Folk arts.
5. Appreciation of Art.
 - a) Elements of Art (Shadang ("kM+kax) - 6 elements of Indian Painting)

- b) Principles of Aesthetic Order (Principles used in composing art work)
- c) Language of Art (Special reference to Indian Art)
- 6. Art and Education:
 - a) Modern concept of Integrated Art or Aesthetic Education
 - b) The Changing status of art in general Education
 - c) Systematic study in Art-education.
 - d) Educational values of art and its relations with other school subjects.
- 7. Aims and objectives of teaching Art at secondary/senior secondary level.

UNIT-II Meaning and Nature of Visual Arts:

- 1. Meaning and concept of Visual Arts.
- 2. Evolution of various forms of Visual Arts.
- 3. Nature of Visual Arts:
 - I. Two dimensional Techniques of Visual Arts:
 - a. Drawing and Painting: Water colour, Oil colour and other mediums.
 - b. Collage, Mosaics, Print arts (Stencils, Lino-cut, Wood-cut, Colograph and Etching etc.).
 - c. Rajasthani Folk and Traditional Visual Arts – Mandana, Alpana, Rangoli, Phad and Kawad Paintings, Murals, Rajasthani miniature and Pichwai Paintings etc
 - II. Three dimensional Techniques of Visual Arts:
 - a. Clay work, Paper mashie work, Creation with waste material, Mask making, Puppet making etc.
 - b. Rajasthani Kathputli, Terracotta sculptures (Molela)

UNIT-III Nurturing Creative Expression and Aesthetic Sensibilities of Child through Art activities:

- 1. Art and Creativity:
 - a) Concept and importance of creativity in human life
 - b) Art and creativity
 - c) Developing Self Expression through Creative art activities;
 - d) Role of Art in developing the child's creative personality;
 - e) Importance of creative art activities at various stages of school education.
 - f) Characteristics of the Child Art.
 - g) The Child as creative Artist.
 - h) Different developmental stages of child's creative expression:
 - i) The Scribbling Stage (Beginning of Self-Expression)

- j) The Pre-Schematic Stage (The stage of first representational attempts).
 - k) The Schematic Stage (The stage of achievement of form concept).
 - l) The stage of Dawning Realism (The Gang age).
 - m) The Pseudo-realistic stage. (The stage of Adolescent)
 - n) The stage of reasoning. (The Final stage of decision making).
2. Art and Aesthetics:
- a) Concept and importance of Aesthetic Sensibility in human life.
 - b) Art and Aesthetics (Indian and Western context).
 - c) Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.
 - d) Developing harmonious personality of child through teaching of Art;

UNIT – IV Planning and Instructional Support System in Art:

1. Principles of classroom teaching of Art.
2. Planning of teaching Art:
 - a) Need and Importance of Planning in Teaching Art activity
 - b) Analysis and organization of Creative Art Activities.
 - c) Planning of Yearly, Unit and Daily teaching Plan in Teaching of various Creative Art activities.
3. Classroom, its management and organization.
4. The methods of teaching in art:
 - a) Traditional method of teaching Art : Copy and Dictated method
 - b) Method of Free-Expression
 - c) Method of Assigned topic
 - d) Demonstration method.
 - e) Media Method
5. Innovative Practices in Teaching Art
 - a) Constructivist Approach
 - b) Group Teaching
6. Life history of eminent artists and their contribution-

UNIT – V Evaluation in Teaching of Art:

1. Purpose and Concept of Evaluation in Teaching of art.
2. Continuous and Comprehensive Evaluation
3. Techniques of Evaluation:
 - a) Teacher made test
 - b) Designing examination paper and Blue – Print
 - c) Development of test items- Various types of test questions (Essay, short

answer, and objectivetypes) and their uses.

d) Progress assessment of development of art activities through:

e) Self evaluation;

f) Peer assessment;

g) Group evaluation.

h) Criteria-based checklist.

i) Self-reflection

j) Respond to the work of others

k) Portfolio

l) Evidence of learning: art works, performances, presentations, photographs, videos etc.

m) Preparation of achievement test - its administration, analysis and reporting.

Practicum/Field Work

Any two of the following:

1. Prepare at least two innovative activity plans in either Collage; Mosaics or Print media.
2. Documentation of the processes of any one Visual Art form with the pedagogical basis such as OilPainting, Murals, Collage, Mosaics and Print making etc.
3. Prepare a scrap-book on the one of the great Tradition of Indian Painting, Sculptures andArchitectures with a write-up on its introduction, location and art works of the period with all types ofphotographs and illustrations of the paintings, sculptures, and architectural monuments.
4. Life and contribution of any one eminent artist/Sculptor.
5. Submission of any two self prepared art works by the student teacher.
6. A critical review of any school of art (Indian or Western classical/ traditional/folk ar schools).

Evaluation Procedure 100 Marks

Any two practicum & test 30 Marks

(Covering Unit I to V)

External Evaluation 70 Marks

References

1. Collingwood, R.G.: "The principles of Art, Oxford University Press, USA
2. Jefferson, B. (1959) : "Teaching Art to Children." Allan & Bacon Inc. Boston.
3. Jeswani, K.K. : Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6;

4. Jeswani, K.K. : Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Road, H., Education through Art, Faber and Faber London;
6. Lowenfeld, V. :Creative and mental Growth, Macmillan Co., New York;
7. Tolstoy: What is Art? An essay on Art, Oxford University Press, New York;
8. Brown , Percy. : Indian Paintings;
9. Chilvers, Ian. : The Oxford Dictionary of Art;
10. Fechner, Lois. & Rathus: Understanding Art, Prentice-Hall International (U.K.) Ltd. London;
11. McDonald, R. : " Art as Education. " Henry Holt & Comp., New York.
12. Read, Herbert (1942):" Education through Art. : Faber & Faber, London.
13. Victor D'Amico (1953): "Creative Teaching in Art; International Textbook Company, Scranton,Pennsylvania.
14. Whit ford, W.G. (1929):" An Introduction to Art-Education. " D. Appleton & Co
- 15 जय देव आर्य : कला अध्यापन, लक्ष्मी नारायण अग्रवाल, आगरा-3।
- 16 य त्वन्ती गौड़ : कला शिक्षा शिक्षण।
- 17 कुसुम भार्मा : कला शिक्षा।
- 18 राम चन्द्र भुक्ल: कला का दर्शन; कॉरोना आर्ट पब्लिशर्स, जीमखानाए मेरठ उ.प्र.
- 19 राम चन्द्र भुक्ल: 'नवीन भारतीय चित्रकला शिक्षण; किताब महल प्रा. लि. इलाहबाद
- 20 राय कृष्णदास: 'भारत की चित्रकला'; भारती भण्डार, लीडर प्रेस, इलाहबाद
- 21 डॉ. अविनाश बहादुर वर्मा: भारतीय चित्रकला का इतिहास; प्रकाश बुक डिपो, बरेली
- 22 ई. कुमारिल स्वामी: 'भारतीय चित्रकला और कलाकार'; प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय भारत सरकार, पटियाला हयाला हाउस, नई दिल्ली
- 23 डॉ. शिवकुमार भार्मा एवं डॉ. रामावतार अग्रवाल: 'रूपप्रद कला के मूलाधार' लायल बुक डिपो, निकट गवर्नमेण्ट कॉलेज मेरठ, उ.प्र.
- 24 'भारतीय चित्रकला का आलोचनात्मक इतिहास' ललित कला प्रकाशन 27-ए, साकेत कॉलानी, अलीगढ़

Web Links:

https://www.artslive.com/news/resources-for-reconciliation-week/?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqMD-pBFWeFSg1UdKlXiWAYXohpAPF_FF462Y_xOnqzfTyMw1NJ5E8hoCvCAQAvD_BwE

<https://paulcarneyarts.wordpress.com/2023/05/27/a-potted-history-of-art-pedagogy/>

<https://theartyteacher.com/category/pedagogy/>

<chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://files.eric.ed.gov/fulltext/EJ967131.pdf>

<https://www.redalyc.org/journal/6377/637767290003/html/>

Course Learning Outcome -

The student teacher will understand the nature of Art as a discipline.

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

Internship Programme Phase I (4 Weeks)

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

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

EXTERNAL EVALUATION (FINAL LESSON)

- The external practical examination will be conducted at the end year.
- The weightage of final lesson will be 100 marks.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects
- The Board of examiners for external examination will consist of.
 - (a) The principal of the college concerned.
 - (b) One senior member of the college.
 - (c) Two external members from any discipline appointed by the university.

B.A. B.ED IV Year (VII Semester)
GUIDANCE AND COUNSELLING IN SCHOOL
Paper Code : BAE-701/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

OBJECTIVES:-

The course will enable the student teachers to-

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT 1. GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- .Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2.AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- Personal, Educational and vocational Guidance.
- Tools: Records of students.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry.

UNIT 3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of Counseling.
- Principles of Counseling.

- Counseling Process and Role.
- Directive, Non-Directive and Eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELING

- individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs.
- Counselling for parents

UNIT 5. GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION

GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learning and first generation learners.
- Guidance of learning disabled, Drug addicts and alcoholics.
- De addiction centers, Career resource centre.
- Evaluation of counseling, Need for research and reforms in guidance and counseling

Evaluation Procedure *100 Marks*

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

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

References:-

1. Anastasi A, Differential Psychology, New Youk: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inco, 1985.
3. Baqrki. B.G., Mukhopadhyaya. B., Guidance and Counselling; A Manual, New Delhi: Stanley

1. Publishers, 1990.

4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S., Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones. A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K., Educational and vocational Guidance in secondary schools, New Delhi, sterlingpublishers Pvt. Ltd., 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

Web Links:

- https://www.inclusionproject.org/training/?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqJHa2hrTpyHC-t3x4qerWisul5zX6DNKoxJVG-F0prPbRRiz48dSRhoCullQAvD_BwE
- https://www.lilianefonds.org/child-development/inclusive-education?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqNM1Olp9FSGcg0rXX9_vsnkoOY53iYfZTwn1Rv5JIHYZX41NGnDNxoC4k0QAvD_BwE
- <https://www.mooc4dev.org/cis>
- https://books.google.co.in/books?id=5cilDwAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.teachingenglish.org.uk/sites/teacheng/files/J157_Creating%20an%20inclusive%20school%20environment%20report_FIN_AL_web.pdf
- chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.teachingenglish.org.uk/sites/teacheng/files/J157_Creating%20an%20inclusive%20school%20environment%20report_FIN_AL_web.pdf
- <https://www.phindia.com/Books/BookDetail/9789388028165/creating-inclusive-school-mangal-mangal>

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

B.A. B.ED IV Year (VII Semester)
Creating and inclusive school
Paper Code : BAE-702/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The Course will enable the student teachers to-

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special need children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs. \To contribute to the formulation of policy:
- To implement laws pertaining to education of children with special needs.

Unit-I PARADIGMS IN EDUCATION OF CHILDREN SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit-2 LEGAL AND POLICY PERSPECTIVES

RTE Act, 2009.

- National Policy - Education of students with Disabilities in the National Policy on Education, 1968, 1986.
- POA (1992); Education in the National Policy on Disabilities, 2006.

Unit-3 SCHEME OF INCLUSIVE EDUCATION

- Education of Special Focus Groups under the sarva Shiksha Abhiyan (SSA, 2000);

- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School(IEDSS, 2009), National Trust and NGOs.
- Community-based education.

Unit-4 CLASS ROOM MANAGEMENT

- Class Room management - meaning and approaches
- School's readiness for addressing learning difficulties
- Technological advancement and its application ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

Unit-5 INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- Pedagogical strategies to respond to individual needs of students: Cooperative
- Learning strategies in the classroom, peer tutoring, social learning, buddysystem, reflective teaching multisensory teaching, etc.
- Documentation, record keeping and maintenance.
- Teacher role in classroom management

Evaluation Procedure *100 Marks*

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

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive School.

REFERENCES:-

1. Dunn., L & Bay, D.M. (ed.) Exceptional Children in the Schools, New York Holt,Rinehart, Winston.
2. Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. &Foreness Steven R., Education of Exceptional Learners, Allyn& Bacon, Masachusetts, 1984.
4. Kirk, S.A & Gallagher J.J., Education of Exceptional Children; Houghton miffinCo., Boston, 1989.
5. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

6. Shanker Udey: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N. and Beale, I.L. (eds.) Learning Disabilities Treatment Spring-Verlag, New Yourk, Inc: 1992.

Web Links:

- https://www.google.com/search?q=creating+and+inclusive+school&rlz=1C1ONGR_enIN1107IN1107&oq=Creating+and+inclusive+school&gs_lcrp=EgZjaHJvbWUqBwgAEAAyAQyBwgAEAAyAQyBwgBEAAyAQyDQgCEAAyKQIYgAQYigUyBwgDEAAyAQyBwgEEAAyAQyBwgFEAAyAQyDQgGEAAyKQIYgAQYigUyBwgHEAAyAQyBwgIEAAyAQyBwgJEAAYgATSAQgxMTAazjBqOagCALACAA&sourceid=chrome&ie=UTF-8
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.msuniv.ac.in/images/academic/departments/dddce/curriculum/inclusive_school.pdf
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dgetbedcollege-edu.org/wp-content/uploads/2024/05/Creating-an-Inclusive-School-full-notes.pdf
- https://books.google.co.in/books/about/CREATING_AN_INCLUSIVE_SCHOOL.html?id=5cilDwAAQBAJ&redir_esc=y

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

B.A. B.ED IV Year (VII Semester)

Understanding Disciplines and Subjects

Paper Code : BAE-705/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

- After Completing the Course the students will be able:--
- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- To build up a professional, disciplinary and curriculum programme.

Unit- 1 Meaning and concept of disciplinary knowledge

- The Nature and role of disciplinary knowledge in the school curriculum.
- Relationship of Disciplinary areas with school subject.
- Difference between disciplines & Interdisciplinary Subject.

Unit- II School Subjects on Disciplines Impact of Social science Subject on Disciplines:-

- Social Science: Method: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-Storming Dramatization, Experiential-Learning.

Unit-III Impact of science and maths subject on disciplines.

- Science: Methods & Techniques of Teaching Science: Brain Storing, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion
- Maths: Methods of teaching mathematics: Lecture, Inductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brain Storming, Role playing, Simulation,
- Non formal techniques of learning Mathematics.

Unit- IV Impact of Language subject on disciplines

- Language: Story Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, SelfNarration Memories.
- Redefinition of the school Subject with concern to social Justice
- Meaning of Social Cultural perspective in context of Universal education

Unit-V Process and framing of disciplines and subjects

- Recognized the theory of content, Principles and process of preparing the syllabus and content
- Practical Knowledge, Community & Co-curricular activity Knowledge with reference to Disciplinarily and Relation with school Curriculum
- Creativity development of learning through horticulture and hospitality

Evaluation Procedure

100 Marks

- *Any two practicum & test*
- *(Covering Unit I to V)*
- *External Evaluation*

30 Marks

70 Marks

- Prepare charts with related language (Hindi, English, or Sanskrit))
- Preparation of a talk with related social justice.
- Collection of news papers cutting related with horticulture and hospitality.
- Prepare a lab with science and maths tools and their operation
- •Life sketch and contribution of two Indian Scientists and socialistic.
- •Study of any one aspect of social and prepare a report.
- Preparation of Five (5) word cards, 5 picture cards and word puzzles (Language)
- 5 Microteaching skills & 5 micro-teaching (based on different innovative methods).

References:-

1. Apply - M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Brantom F.K.: The teaching of social studies in changing world
3. Chash, S.C. (2007) history of education in India, NCERT (2005) National Curriculum frame work NCERT
4. Clinton Golding of the centre study of higher Integrating of Disciplines.
5. Daman.c Howard, Rastman, Meil (1965) "the uses of language "New yark.HoltRinchyart and winstan. Inc.

6. Dengz. Z 92013) School subject and academic discipline in a luke a woods, B.K.weir (Eds) curriculum, syllabus design and equity: A priner and model Rutledge
7. Egen, Marlow & Rao, D.B. 2003 Teaching Successfully, Discvery Pub. House NewDelhi
8. Freeman Diane-Larsen (2000) Technigues and Principles in language teachingoxford:049.
9. Sharma L.M. 1977 (Teaching of Science & Life Science Dhanpat Rai & Sans.Delhi.)
10. Westey, Edgar Brose: : Social Studies for School.

Web Links:

- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf
- https://onlinecourses.swayam2.ac.in/nou21_ed05/preview
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Paper%204%20Understaning%20dis.pdf
- <https://www.tppl.org.in/2020/english/5910-understanding-disciplines-and-subjects.html?srsItid=AfmBOooLrRDX-MoeWPBMymqCRrXycc71wQUzhZkhBgK-KyhigiSTXiJM>

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

B.A. B.ED IV Year (VII Semester)

Reading and Reflecting on Texts

Paper Code : BAE-705/SEC

Internal Assessment: 50 Marks

Credit : 2

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

Objective

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

Course Content

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

Note : Pupil teacher will draft a report on entire activities

Evaluation Procedure –

Internal Assessment = 50 marks

Reference

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

Information age Publication.

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

Web Links:

- <http://assets.v mou.ac.in/BED105.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/D-17.pdf
- https://nmtt.inflibnet.ac.in/Uploads/Activities/PMMMNTT-2019-100053_20210702170511.pdf
- https://tnou.ac.in/wp-content/uploads/2022/12/SED-5_compressed.pdf
- <https://serc.carleton.edu/NAGTWorkshops/metacognition/activities/27560.html>
- https://onlinecourses.swayam2.ac.in/nou23_ed34/preview
- <https://www.egyankosh.ac.in/bitstream/123456789/53429/1/Block-1.pdf>
- <https://onlinestudypoints.com/reading-and-reflecting-on-the-text/>
- <https://aahelipublishers.in/product/reading-and-reflecting-on-texts/>
- <https://www.gkpad.com/sachin/06-22/bed-Reading-and-Reflecting.html>

B.A. B.ED IV Year (VII Semester)

Communication Skills

Paper Code: BAE 706/GEC

Internal Assessment: 50

Total Marks: 50

Credit : 2

Objectives

The student teacher will be able –

- To develop listening and viewing skills.
- To improve the speaking skills.
- To promote the reading skills.
- To gain insight and reflect on the concept and process of communication.
- To familiarize the expository writing.

Transaction mode: This course will be transactedFacilitated through participating approaches such as workshop, seminar by students and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion m ode.

Listing/Viewing skills

Workshop can be organized to provide exposure to listening and writing skills. These can be conducted in the language lab.

Suggested Activities

Students can listen to:

- Sounds of relevant languages.
- Pattern of stress and intonation
- Speeches of famous personalities.
- Keynote addresses in seminars.

Students can views

- Phonetic symbols
- Videes on sound production and articulation.
- Videos on conversation, poetry recitation

- Videos on group discussion and can observe body language.
- Making listening notes.
- Observing webinars

Speaking skills

Students can practice

- Sounds of English/Hindi/Local language
- Students can participate in conversation (Situation to be provided)
- Engage in group discussion on topic related to education, culture, current issues to national and understanding level.
- Anchoring programmes in the institute involved in mock interview.

Reading Skills

Students can be familiarized with reading technique, skimming, scanning critical reading. They can be encouraged to go to libraries for articles in newspapers and magazine.

Students can be involved in note-making tasks.

Expository writing

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types on articles, information, and opinion narration email writing.

Scheme of Semester Internal Assessment

S.No.	Particulars	Marks
1.	Knowledge of communication skills	10
2.	Project work file/assessment	10
3.	Overall performance	10
4.	Written test/viva voce	20
	Total	50

B.A. B.ED IV Year (VII Semester)

Yoga for Self Development

Paper Code: BAE-708/SEC

Internal Assessment: 50

Total Marks: 50

Credit : 2

Course Content

The student teacher will be able –

- Concept, need and importance of yoga for healthful living and self-development.
- Warming up exercise
- Surya Namskar
- Yogasanes – standing, sitting Prone and supine position (5 Asanas each)
- Kriya and pranayams, meditation.
- Do's and Don't of Yogic practice
- Role of Yogasanes for prevention of common diseases

Scheme of semester internal Assessment

S.No.	Particulars	Marks
1.	Participation in Yoga Programme regularly, Celebration of Yoga day/week	20
2.	Written test	10
3.	Practical test of Yoga Asanas/Programme	20
	Total	50

B.A. B.ED IV Year (VIII Semester)

**School Internship
Phase II (16 Weeks)
BAE – 801/DCC**

S.N o.	Assessment is based on the following activities	Marks
1	Interaction Report Interaction with school teachers, children and community members (one week)	15
2	Observation Report Description of village/community with special reference to socio-physical economic cultural background (one week)	15
3	Observation Report of school Description and evaluation of school with special reference to geographical, socio-cultural environment , physical infrastructure, human resource, philosophy, aims, organization and management (one week)	10
4	Participation in Administrative work of school with report making. 1. Planning of classes 2. Record keeping and file maintenance 3. Mid day meal planning 4. Budget making 5. Participation in school management committee/equivalent (Two week)	20
5	Participation in co-scholastic work of school with report making. 1. Organizing morning Assembly 2. Planning and participation in community Awareness programme (Rallies, Awareness campaign, community health campaign and cleanliness campaign) 3. Planning and participation in games and sport programme 4. Planning and participation in literary and cultural activities (Drama/Art/Debate/Quiz/scout and guide camp/others) (Two week)	20
6	Observation Report of classroom (i) Preparation of time table of the class. (ii) Maintaining student's attendance and preparing a monthly record of student's attendance. (iii) Class wise learner's socio economic – cultural education profile with special reference to needs of the physical, mental emotional	10

	development of children, aspects of curriculum and its transaction: quality, transaction and assessment of teaching learning. (one week)	
7	<ul style="list-style-type: none"> • Assessment of teaching learning in scholastic and co-scholastic area • Organizing science fair, exhibition, science club, nature study. • Evaluation report of teaching of (students teacher intern) by peer groups & teachers (one week) 	10
8	Block teaching Teaching of selected pedagogy subject in upper primary classes (6-8 classes), secondary classes (9-10 class) with constructivist approach by student teacher/intern. Teaching of thirty lessons in one pedagogy subject and thirty lessons in second pedagogy subject with planning.	180
9.	<ul style="list-style-type: none"> • Preparing a suggested comprehensive plan of action of some aspect of school improvement • Portfolio, including detailing of teaching – learning plans, resources used, assessment tools, student observations and records. • Reflective journal by student teacher in which he/she records one's experiences, observation and reflection. • Preparation and maintenances of feedback diary. 	20
	Total	300

Note :Each student – teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. A Viva-voce will be conducted often the internship programme. The file record, the viva voce and the lesson plan dairy will form the basis of assessment of the internship programme.

- The weightage of final lesson will be 100 marks
- The external practical examination will be conducted at the end of second year.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in pedagogy subjects.
- The Board of examiners for external examination will consist of.
 - (a) The principal of the college concerned.
 - (b) One senior member of the college.
 - (c) Two external Members from any discipline appointed by the university.

Guidelines for practical work

1. Internship: 16 week internship in recognized upper primary/secondary/ higher secondary school. Trainees have to perform different activities during internship and prepare detailed reports with photograph.
2. Internship report must be verified and signed by the school incharge/school principal.
3. TLM : Each subject's TLM must be submitted at college (Two)
4. Viva-voce based on internship: This Examination will be conducted by the college at the end of semester. Trainees have to present documentary evidence of his/her internship work for exg. Internship school permission letter, internship report with necessary photograph, internship completion, certificate issued by school.
5. Question asked by the internal examiner on the basis of internship work and theory papers.

Case Study:

Field work, data analysis and report writing for submission.

Final Lesson:

Two final lessons (Two of second school subject) conducted by the University at the end of Semester IV.

B.A. B.ED IV Year (VIII Semester)

Critical Understanding of ICT

Paper Code: BAE-804/SEC

Internal Assessment: 50 Marks

Credit : 2

Objectives

The students teacher will be able.

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

Activities I

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

Activities I

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

Activities III

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

Activities IV

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

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

Activities V

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

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

Evaluation Procedure –

Internal Assessment = 50 marks