

# Curriculum

UTTARANCHAL COLLEGE OF EDUCATION

**Bachelor of Education  
Two Years Programme**

**Annual System**



**(B.Ed. First Year)**

**Revised on (2023-25)**

**Department of Education**

**RAS BIHARI BOSE SUBHARTI UNIVERSITY,  
DEHERADUN (UK)- 248007**

**Duration of the Programme:**

The B.Ed. Programme will be spread over two years duration i.e. minimum 200 working days in a year exclusive of the period of admission and examination which can be completed, in a maximum of four years from the date of the admission to the programme. Institution shall work for a minimum of thirty six hours a week during which physical presence of all the teachers and student teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as when needed. Each period will be of 45 minutes and the classroom engagement will be of six hours with a break of 10 minute, in the morning and afternoon sessions and 30 minutes for lunch.

**Eligibility for Admissions:**

- (i) Candidates with at least 50% Marks either in Bachelor Degree or in Master Degree in Science/ Social Science/ Humanities/Commerce, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualifications equivalent thereto are eligible for admission to the programme.
- (ii) Reservation of seats— as per the University/ NCTE/ Uttarakhand state norms.

**Admission Procedure:**

Admission procedure will be as per the University Norms.

**Medium of Instruction:**

The medium of instruction and examination will be English and Hindi for all courses.

**Attendance:**

A student shall be considered to have satisfactory attendance to appear the examination if he/ she attends not less than 80% of the total working days for theory classes and attends 90% School internship. 10% attendance in theory classes can be relaxed by the head for illness or medical condition after submitting the medical certificate in original countersigned by CMO.

**A. Course Design:**

Introduction: The programme is comprised of three broad inter-related curricular areas- (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, and (III) Engagement with the Field. Transaction of the courses will be done using a variety of approaches, such as, case studies, group presentation, projects, discussion on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The nineteen courses are to be transacted in the two years period.

**I- Perspectives in Education**

- Course- 1: Childhood and Growing Up.
- Course- 2: Contemporary India and Education.
- Course- 3: Learning and Teaching.
- Course- 5: Knowledge and Curriculum.
- Course- 9: Gender, School and Society.
- Course- 10: Creating an Inclusive School.

**II- Curriculum and Pedagogic Studies**

- Course- 4: Understanding Disciplines & Subjects.
- Course- 6: Pedagogy of School Subjects- I
- Course- 7: Pedagogy of School Subjects- II
- Course- 8: Language Across the Curriculum.
- Course- 11: Education for Sustainable Development.
- Course- 12: Assessment for Learning.

**Optional Course- 13**

- a) Education for Vocation/ work Experience.
- b) Health Education & Yoga
- c) Education for Peace
- d) Guidance & Counselling
- e) Extension Education
- f) Value Education

**III- Engagement with the Field: The Self, the Child, School and Community****(A) School Internship- I (Course- 16 ) & II (Course- 19)****(B) Enhancing Professional Capacities (EPCs)**

Course- 14 EPC- 1: Reading & Reflecting on Texts.

Course- 15 EPC- 2: Drama & Art in Education.

Course- 17 EPC- 3: Understanding the self.

Course- 18 EPC- 4: Critical Understanding of ICT.

**SYLLABUS AND COURSE STRUCTURE****A) B.Ed. First Year Wise Distribution of the Course**

Paper Code	Name of Course		External Summative	Internal Formative	Total Marks	Credits
			University ETE	File/ Project		
<b>B.Ed.- 101</b>	Course- 1: Childhood and Growing Up		70	30	100	4
<b>B.Ed.- 102</b>	Course- 2: Contemporary India and Education		70	30	100	4
<b>B.Ed.- 103</b>	Course- 3: Learning and Teaching		70	30	100	4
<b>B.Ed.- 104</b>	Course- 4: Understand Disciplines and Subjects		70	30	100	4
<b>B.Ed.- 105</b>	Course- 5: Knowledge and Curriculum		70	30	100	4
<b>B.Ed.- 106 to 120</b>	Course- 6 & 7 : Pedagogy of <b>TWO</b> School Subjects- (Both School Subject) Group Specify Code-		<b>70x2= 140</b>	<b>30x2= 60</b>	<b>200</b>	
<b>B.Ed. Group: A)</b>	<b>B.Ed.- 108</b>	Sanskrit	70	30	100	4
	<b>B.Ed.- 110</b>	Physical Science	70	30	100	4
	<b>B.Ed.- 112</b>	Computer Science	70	30	100	4
	<b>B.Ed.- 113</b>	Home Science	70	30	100	4
	<b>B.Ed.- 114</b>	Social Studies (S.St.)	70	30	100	4
	<b>B.Ed.- 115</b>	History	70	30	100	4
	<b>B.Ed.- 116</b>	Civics	70	30	100	4
	<b>B.Ed.- 117</b>	Geography	70	30	100	4
	<b>B.Ed.- 118</b>	Economics	70	30	100	4
	<b>B.Ed.- 119</b>	Commerce	70	30	100	4
	<b>B.Ed.- 120</b>	Art	70	30	100	4
<b>B.Ed. Group:B)</b>	<b>B.Ed.- 106</b>	Hindi	70	30	100	4
	<b>B.Ed.- 107</b>	English	70	30	100	4
	<b>B.Ed.- 109</b>	Biological Science	70	30	100	4
	<b>B.Ed.- 111</b>	Maths	70	30	100	4
<b>B.Ed.- 121</b>	Course- 14: <i>EPC-I</i> , Reading and Reflecting on Texts		35	15	50	2
<b>B.Ed.- 122</b>	Course- 15: <i>EPC- 2</i> , Drama and Art in Education		35	15	50	2
<b>B.Ed.- 123</b>	Course- 16: School Internship- I		70x2= 140	30x2= 60	200	8
	<b>Total Marks</b>		<b>700</b>	<b>300</b>	<b>1000</b>	<b>40</b>

## SYLLABUS AND COURSE STRUCTURE

### B) B.Ed. Second Year Wise Distribution of the Course

Paper Code	Name of Course	External Summative	Internal Formative	Total Marks	Credits
		University ETE	File/ Project		
<b>B.Ed. 201</b>	Course- 8: Language across the Curriculum	70	30	100	4
<b>B.Ed. 202</b>	Course- 9: Gender, School and Society	70	30	100	4
<b>B.Ed. 203</b>	Course- 10 : Creating an Inclusive School	70	30	100	4
<b>B.Ed. 204</b>	Course- 11: Education for sustainable development	70	30	100	4
<b>B.Ed. 205</b>	Course- 12 : Assessment for Learning	70	30	100	4
<b>B.Ed. 206 to 210</b>	Course- 13: <b>Optional Course (choose any one)</b>				
	<b>B.Ed. 206</b> Education for Vocation/work experience	70	30	100	4
	<b>B.Ed. 207</b> Health and Physical Education	70	30	100	4
	<b>B.Ed. 208</b> Education for Peace	70	30	100	4
	<b>B.Ed. 209</b> Guidance and Counselling	70	30	100	4
	<b>B.Ed. 210</b> Extension Education	70	30	100	4
	<b>B.Ed. 211</b> Value Education	70	30	100	4
<b>B.Ed.- 212</b>	Course- 17: EPC- 3 Critical Understanding of ICT	35	15	50	2
<b>B.Ed.- 213</b>	Course- 18: EPC- 4 Understanding the Self	35	15	50	2
<b>B.Ed.- 214</b>	Course- 19: School Internship- II	210	90	300	12
<b>Total Marks</b>		<b>700</b>	<b>300</b>	<b>1000</b>	<b>42</b>
Tutorials, Seminar, Activities, community work, Educational Tour, Scout guide camp and workshop/ Seminar for ESD etc will be the integral part of the curriculum.					

**Note:-** Six days should be allocated for working of Teacher Education Programme.

#### School Internship:

The B.Ed. curriculum shall provide fir sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curriucular areas. School Internship is an integral component of B.Ed. course. In the first year, there shall be teaching of 15-lesson plans. In the second year, there shall be a minimum 30-lesson plans engagement with the field for school internship. The weightage of intenral assessment for internship shall be 50%.

#### Examination Pattern:

*Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, internal exam, reflective patterns, project reports, dairies, journals and students portfolios. The summative assessment will be conducted in the following manner.*

- There shall be a University Examination at the end of each year as per the details of the scheme of examination.
- The minimum pass marks in each year examination shall be 40% for each theory paper and practical separately and 50% for internship in teaching. Candidates will have to pass each theory paper and practical separately. Classification of results (Theory as well as Practical/Field engagement)– 60% and above -First Division, 48% - 59.9% -Second Division and 40% - 47.9% -Third Division
- A candidate who fails in maximum two courses in the first year of the course will be eligible to take the examination in that part of the subject (theory paper/practical) as the case may be, in which he/she fails along with the next year.
- CBCS system is followed for examination and grade for each year will remark both the marks as well as the credits.
- A candidate who fails in maximum two courses in second year of the course will be allowed to Appear as an ex-student in that part of the subject in which he/ she fails at the subsequent examination.
- In case a candidate fails in internship teaching, he/ she will have to undergo internship as a regular student in the subsequent year.
- A candidate will be given a maximum of two chances to pass the examination in any year of the course.If he/ she

does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.

- Candidates can apply for re-evaluation in any of the theory papers as per the rules stipulated by the University.
- Teaching Subjects means subjects offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject.

*The evaluation of the practical and internship programme of the B.Ed. students will be performed by a board of examiners in the following manner:-*

### 1. For the 1st year-

- A. External Examiners (01) One from other Universities/ Institutions.
- B. Internal Examiner (01) - Head/ Representative of the same institution.

### 2. For 2nd year-

- A. External Examiners (02) Two from the other Universities/ Institutions.
- B. Internal Examiner (01) -Head/ Representative of the same institution.

Instead of declaring results of theory and practical separately, there will be only one result combining the two.

**Note:-** The Board of Examiners (External and Internal Examiner) will evaluate all the above mentioned activities of internship programme (divided into various parts) separately for four parts and records also. Tutorials, Seminar, Activities, community work, Educational Tour, scout guide camp and workshop/ Seminar for ESD etc will be the integral part of the curriculum.

## DISTRIBUTION OF MARKS PER COURSE

Question Paper pattern- University's End Term Examination

Name of Courses	Type of Question	Number of questions to be Attempted	Maximum Marks for Each Question
Course- 1: Childhood and Growing Up	Section- "A" Objective Type	Four (Each Compalsoury)	2
Course- 2 : Contemporary India and Education			
Course- 3: Learning and Teaching			
Course- 4 : Language across the Curriculum	Section- "B" Short Answer Type	Four outof Six	8
Course- 5 : Understanding Disciplines & Subjects			
Course- 6: Gender, School and Society			
Course- 7: Pedagogy of School Subjects (two)	Section "C" Long Answer Type	Two outof four	15
Course- 8: Knowledge and Curriculum			
Course- 9 : Assessment for Learning			
Course- 10 : Creating an Inclusive School			
Course- 11 : Optional Courses			

## OBJECTIVES OF THE B.Ed. PROGRAMME

The objectives of this programme are-

- Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).
- Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
- Internalize the nature of education and pedagogic process through enriched experiences.
- Contribute to reduce the gap between theory and practice by dovetailing both appropriately.
- Use varied modes of learning engagement in accordance with the requirements.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Plan and organize classroom through learners' centered techniques of instruction and inclusive Education.
- Organize effective whole classroom instruction and justify it.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Use Information Communication Technology resources, for effective classroom teaching.
- Develop and select tests, evaluate and keep records of student's progress.
- Resolve classroom and school problems through action research.
- Foster skills and attitude for involving the Community as an Educational partner and use Community Resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible.

**YLLABUS AND COURSE STRUCTURE**  
**B.Ed. First Year: July to June including Examination**

Paper Code	Name of Course	External Summative	Internal Formative	Total Marks	Credits
		University ETE	File/ Project		
<b>B.Ed.- 101</b>	Course- 1: Childhood and Growing Up	70	30	100	4
<b>B.Ed.- 102</b>	Course- 2: Contemporary India and Education	70	30	100	4
<b>B.Ed.- 103</b>	Course- 3: Learning and Teaching	70	30	100	4
<b>B.Ed.- 104</b>	Course- 4: Understand Disciplines and Subjects	70	30	100	4
<b>B.Ed.- 105</b>	Course- 5: Knowledge and Curriculum	70	30	100	4
<b>B.Ed.- 106 to 120</b>	Course- 6 & 7 : Pedagogy of <b>TWO</b> School Subjects- (Both School Subject) Group Specify Code-	<b>70x2= 140</b>	<b>30x2= 60</b>	<b>200</b>	
<b>B.Ed. Group: A)</b>	<b>B.Ed.- 108</b> Sanskrit	70	30	100	4
	<b>B.Ed.- 110</b> Physical Science	70	30	100	4
	<b>B.Ed.- 112</b> Computer Science	70	30	100	4
	<b>B.Ed.- 113</b> Home Science	70	30	100	4
	<b>B.Ed.- 114</b> Social Studies (S.St.)	70	30	100	4
	<b>B.Ed.- 115</b> History	70	30	100	4
	<b>B.Ed.- 116</b> Civics	70	30	100	4
	<b>B.Ed.- 117</b> Geography	70	30	100	4
	<b>B.Ed.- 118</b> Economics	70	30	100	4
	<b>B.Ed.- 119</b> Commerce	70	30	100	4
	<b>B.Ed.- 120</b> Art	70	30	100	4
<b>B.Ed. Group:B)</b>	<b>B.Ed.- 106</b> Hindi	70	30	100	4
	<b>B.Ed.- 107</b> English	70	30	100	4
	<b>B.Ed.- 109</b> Biological Science	70	30	100	4
	<b>B.Ed.- 111</b> Maths	70	30	100	4
<b>B.Ed.- 121</b>	Course- 14: <i>EPC- 1</i> Reading and Reflecting on Texts	35	15	50	2
<b>B.Ed.- 122</b>	Course- 15: <i>EPC- 2</i> Drama and Art in Education	35	15	50	2
<b>B.Ed.- 123</b>	Course- 16: School Internship- I	70x2= 140	30x2= 60	200	8
	<b>Total Marks</b>	<b>700</b>	<b>300</b>	<b>1000</b>	<b>40</b>

**Note:-** Six days work should be allocated for working of Teacher Education programme.

## FIRST YEAR SYLLABUS

### Course- 1: Childhood and Growing Up

<b>Code: B.Ed.- 101</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Total Marks:</b>
	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to-

- 1) Explain Educational psychology.
- 2) Understand children of different ages by interacting and observing diverse social, Economic & cultural context.
- 3) Describe theories of Child Development. Explain Childhood, Child Development and Adolescence.
- 4) Understand personality and its Measurement.
- 5) Describe mental health & Hygiene and its importance in School.
- 6) Understand the role of the family and the school in the child's Development.
- 7) Understand Personality, its theory and Assessment.

#### UNIT- I

- Psychology: Meaning, Nature and Scope.
- Educational Psychology: Meaning and its relevance for teachers, teaching and Learning.
- Individual Differences: concept, Nature.
- Its types- Exceptional children, mentally retarded, Backward, Delinquent, Gifted and Slow Learner.

#### UNIT- II

- Concept and stages of Growth and Development- Infancy, Childhood and Adolescence.
- Characteristics, problems & Need of guidance and counselling for Adolescence.
- Principles of Growth and Development.
- Types of development- Physical, Social, Emotional, Cultural, Moral and Cognitive with special reference to Piaget's & Bruner's Theories.

#### UNIT- III

- Motivation- Concept, Sources and its Importance for teaching-learning process.
- Creativity: Meaning and Nature. Techniques for fostering creativity.
- Role of media in the life of adolescents with special reference to use of internet (Social Networking sites)

#### UNIT- IV

- Intelligence: Meaning Nature and Types of Intelligence. Theories and Measurement of Intelligence.
- Mental Health & Hygiene: Meaning and Factors affecting mental Health & Hygiene.
- Role of teacher and Importance of Hygiene in School.
- Swakchta diwas, Role of media in disseminating the message of Hygiene.

#### UNIT- V

- Personality: its Concept, Type & Trait Theories of Personality.
- Factors affecting personality.
- Assessment of Personality.
- Role of teacher in personality Development.

#### Practicum/ Field Work

- Critically examine Hygienic condition of School and prepare a report.
- Organize creative activities for children and prepare a report.
- Organize health check-up programme and prepare a report.
- Psychological Practical- (One Intelligence Test or Emotional Intelligence Scale/ One Adjustment Inventory) Administration of a test in school and interpretation.

#### References Readings-

- 1) Mangal, S.K. and Mangal S. (2005), Child Development, Arya Book Depot, New Delhi.
- 2) Pareek M. (2002), Child Development and Family Relationship, Research Publication, Jaipur.



- 3) Sharma, R. K. & Sharma, H.S, and Tiwari, A. (2006), Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
- 4) Shrivastva D.N, Verma Preeti (2007), Child Psychology: Child Development Vinod Pustak Mandir, Agra.
- 5) Prakash Ved. 2002 Psycho-Social basis of learning and development, research publication, Jaipur.
- 6) Mathur, S.S. (2008), Development of learner & Teaching learning process, Agrawal publication, Agra.
- 7) Mishra. R.C. (2010), Child psychoplogy. A.P.H publishing corporation, New Delhi.

## Course- 2: Contemporary India and Education

Code: B.Ed.- 102	L	T	P	Credits	Total Marks: 100
	3	1	0	4	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to-

- 1) Contextualize contemporary India and education.
- 2) Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- 3) Understand the classroom as a social context.
- 4) Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- 5) Critically analyse human and child rights.
- 6) Learn about policy debates overtime the implementation of policies and actual shaping of school education.

### UNIT– I

- Education in India: Vedic Period, Buddhist Period and Medieval Period.
- Macaulay's, Minutes (1835)
- Woods Despatch (1854), Hunter Commission (1882)
- Basic Education (1937)

### UNIT– II

- University Education Commission (1948-49), Secondary Education Commission (1952-53)
- Kothari Education Commission (1964-66) in the context of Industrialization, National Education Policy (1986) and POA review (1992) in the context of Liberalization and Globalization of Indian Economy.
- Knowledge Commission 2005, NCF- 2005 & New Education Policy- 2020 and its salient features.
- Public Private Partnership (PPP) for primary and Secondary Education.

### UNIT– III

- Universalization of Elementary Education (Provision, Enrolment, Retention, Success), Wastage & Stagnation, Education for all (Sarva Shiksha Abhiyan), Role of NCPCR (National Commission on Protection of Child Right).
- Minimum Level of Learning (MLL), OBB, review of Mid-Day Meal Programme, Kasturba Balika Yojna, Programme for Children.- Integrated Child Developmental Scheme (ICDS)
- Constitutional provisions against Inequality, Discrimination and Marginalization.

### UNIT– IV

- Meaning and Concept of liberalization, globalization and privatization and its impact on Education, Role of teachers in the context of universal education.
- Policies related to secondary and higher education: RTE- (2009), Rastriya Madhyamik Shiksha Abhiyan, (RMSA) and Rastriya Uttchatar Shiksha Abhiyan (RUSA).

### UNIT– V

- Need and Importance of NCERT and NCTE.
- University (Central, State, Private, Deemed & Open University) University Autonomy & UGC.
- Survey report on Marginalized group/ Education for weaker sections of society i.e. Women, SC and ST.
- Directive Principles of State Policies in relation to Educational aims. Govt. Policy for Women, SC & ST Education



## Practicum:

- Organize stage show or play to demonstrate cultural diversity of India / Uttarakhand prepare areport.
- Observe and report on mid day meal of a school to assess its nutritive value and social values inculcating among the children from various socio-cultural background religion, caste etc.
- Organise a quiz / debate on any of related issues in the school and prepare a report.
- Conduct an awareness programme on Child Rights in the school and prepare report.

## Reference Readings-

1. Agrawal J.C. & Agrawal S.P. (1992), Role of UNESCO in Education, Delhi, Vikas Publishing House.
2. Chowdhry, N.K. (2009) Indian Constitution and Education, Delhi Shipra Publication.
3. Dewey, J (2004) Democracy and Education, Courier Dover publication.
4. Gupta M.P. & Mamta (2012) Bharat Main Siksha Ka Vikas, Sahitya Prakashan, Agra.
5. GOI (1986) National Policy of Education, GOI.
6. Gupta S.P. & Alka. (2010), Adhunik Bhartia Shiksha ki Samaryaa, Sharda Pustak Bhawan, Allahabad.
7. GOI (1966) Report of the education commission education and national development, New Delhi Ministry of Education.
8. Kochhar, S.K. (1993) Pivotal Issues in Indian Education, Sterling Publisher's Pvt. Ltd.
9. Mukharje, S.N. (1996) History of Education in India, Baroda Acharye Book Depot.
10. UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
11. सोनी, रामगोपाल (2014), उदयोन्मुख भारतीय समाज में शिक्षक, एच.पी.भार्गव बुक हॉऊस, आगरा।
12. पाण्डेय, रामशक्ल (2007), शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा।
13. रुहेला, एस.पी. (2008), विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
14. सिंह, रामपाल, सिंह, श्रीमती उमा, (2008), शिक्षा तथा उदीयमान भारतीय समाज, विनोद पुस्तक मन्दिर, आगरा।

## Course- 3: Learning and Teaching

Code: B.Ed.- 103	L	T	P	Credits	Total Marks: 100
	3	0	1	4	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to-

1. Acquaring the knowledge about the learner and the teaching- learning process to bring effectiveness in the learning outcomes Comprehend the process of teaching & learning.
2. Understand the relationship of cognitive, social and Emotional development with learning process.
3. Reflect on the concept and process of effective teaching and construction of knowledge.
4. Interpret the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction.
5. Explain the theories of learning and understand the learner. Recognize teaching as a profession.

### Unit- I

- Learning: Concept, Nature & Factors influencing learning.
- Learning strategies: Co-operative learning, Peer-tutoring & Collaborative & Group learning
- Learners' Need, learning in and outside the School. Role of Teacher & School in relation to learning strategies.
- Concept & Theories of Learning and its implications with reference to Thorndike, Pavlov, Skinner & Kohler theory and Factors affecting learning.
- Social constructivist theory (Vygotsky & Bandura): Concept, nature & Educational Implications.

### Unit- II

- Teaching: Concept, characteristic, Principles and Levels of Teaching (Memory, Understanding and Reflective).
- Phase of Teaching: Pre-active, Interactive and Post-active. Teaching Techniques and Competencies.
- Teaching Strategies: Brain Storming, Lecture, Demonstration, Simulation, Role-playing, Project, Assignment, Tutorial Group, Gaming, Team Teaching, Remedial Teaching & Enrichment Programme.

**Unit- III**

- Educational Technology: meaning, concept & types-hardware, software, Systems Approach
- Forms of Educational Technology- Teaching technology, Instructional technology, Behavioural technology, Information and Communication Technology.
- Audio-Visual Equipments: OHP, Radio, Television, Computer, LCD Projector, etc.
- Use of New Technologies: Tele-conferencing (Face to Face Distance mode of Education), Smart classes, flipped classroom, Blended Classroom, Virtual classroom, CAI, etc.

**Unit- IV**

- Teaching Maxims and Micro-Teaching with special reference to components of basic teaching Skills i.e.- Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.
- Simulation Teaching, Action Research, Concept of feed-back in Teacher Education.
- Taxonomy of Educational Objectives in Cognitive, Affective and Psychomotor Domain, Writing Objectives in Behavioural Terms
- Flander's Interaction Analysis Category System (FIACS)

**Unit- V**

- Teacher Accountability, Professional ethics and code of conduct for teachers in formal school
- Innovation in Teaching: Strategies for professional development of Teachers
- Classroom climate and group dynamics, Inter personal relationships, use of socio-metric techniques for Classroom management

**Practicum-**

- Prepare an Action Research.
- Visits to schools and analyze the various records of learning and teaching and prepare a report.
- Examples of children's work records that capture a variety of images of learning and teaching and present a report.
- Preparation of ppt/ teaching material on any topic for any class.
- Write an essay on Professional Ethics.

**Reference Readings-**

1. Mathur, S.S. and Mathur, A., (2008). Development of learner and teaching learning process, Aggrawal Publications, Agra.
2. Siddiqui, M.H. (2009), Teachings of teaching (classroom teaching). APH publishing, New Delhi.
3. Rao. V.K, Reddy, R.S. (1992), learning and teaching commonwealth publishers, New Delhi.
4. Mathur, S.S. and Mathur, A. (2008), Development of learner and teaching Learning Process, Aggrawal Publications, Agra.
5. Siddiqui, M.H. (2009), Teachings of teaching (Classroom teaching). APH publishing, New Delhi.
6. Rao.V.K. & Reddy, R.S. (1992), Learning and teaching common wealth publishers, New Delhi.
7. Bhatnagar, A.B, Bhatnagar, M. and Bhatnagar A. (2008), Development of learner and teaching learning process, R.Lall Book, Depot, Meerut.
8. Crain, W. (1992), Theories of Development: Concepts and Applications. (3<sup>rd</sup> Edition). New Jersey: Prentice Hall Chapter-7: Kohlberg's Stages of Moral and Development, Chapter-8: Learning Theory: Pavlov, Watson, and Skinner.
9. Elkind, D.(1976), Child Development and Education. Oxford University Press.
10. Erikson, Eric, H.(1972), Play and Development. New York: W.W.Norton.
11. Gardner, H. (1985), Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
12. चौबे एस.पी, (2005), बाल विकास व मनोविज्ञान के मूल तत्व, Concept Publishing Company Private Ltd, Mohan Garden, New Delhi.
13. शिवानी अशोक एवं उमा सिंह, (2008), शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
13. शर्मा आर.ए. (2005), शिक्षण अधिगम में नवीन प्रवर्तन, आर. लाल बुक डिपो, मेरठ।

## Course- 4: Understanding Disciplines and Subjects

<b>Code: B.Ed.- 104</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Total Marks:</b> <b>100</b>
	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	

**Learning outcome:** After completion of the course, the student-teachers will be able to-

- 1) Understand Notion, types and approaches of knowledge.
- 2) Understand emergence of discipline and subjects in social, political and intellectual contexts.
- 3) Understand theory related to human needs change with time.
- 4) Reflect on the nature and role of disciplinary knowledge and notion of knowledge.
- 5) Understand theory of subject content, selection of content, curriculum, syllabus and text books.
- 6) Comprehend learner oriented Discipline/ Subject.
- 7) Describe role of ICT in Effective Curriculum Transaction.

### Unit-I

- Concept of Discipline and Subjects
- Nature and Role of Disciplinary Knowledge
- Notion and Approaches of Knowledge
- Objective, Contextual, Diverse, Dialogical and Subjective Knowledge.

### Unit- II

- Interdisciplinary, Multidisciplinary and Holistic Approach of Discipline.
- Importance of Disciplinary Knowledge to school students.
- Sequencing and transformation of the contents in the syllabus
- Selection of subject content

### Unit- III

- Emergence of Discipline and Subjects in Social, Political and Intellectual contexts
- Role of teacher to understand the Discipline.
- Various Vocations related to subjects taught at school level
- Paradigm shifts in the nature of Disciplines: Social Science, Mathematics, Science, Language

### Unit-IV

- Curriculum its meaning and Significance, Curriculum and syllabus.
- Curriculum Construction, its principles,
- Learner based Curriculum, importance of Co-curricular activities,
- Role of ICT in Effective Curriculum Transaction
- Evaluation of textbooks of any class and subject
- Criteria of selection of good Text books, Magazines and journals

### Practicum

- Conduct a Seminar on scheme of School Curriculum.
- Construction of Curriculum of any subject of any class.
- Evaluation of a text book.

### Reference Readings:

- 1) Carr, D. (2005), Making sense of education: An introduction to the philosophy and theory of Education and teaching. Routledge.
- 2) Shulman L. S. (1986), Those who Understand: knowledge growth in teaching. Educational Researcher, 4-14
- 3) Poste, R. Pster, T. M, & Ross. D. (Eds) (2003), the Cambridge history of science: Vol.- 7 the modern social sciences. Cambridge University press.
- 4) Plato (2009), Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
- 5) Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Roulledge.
- 6) GOI. (1992 & 1998), National Policy on Education, 1986 (As modified in 1992).

- 7) Ghosh, S.C. (2007), History of Education in India. Rawat Publications.
- 8) Deng, Z. (2013), School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

## Course 5: Knowledge and Curriculum

Code: B.Ed.- 105	L	T	P	Credits	Total Marks:
	3	1	0	4	100

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

- 1) Examine the epistemological basis of education.
- 2) Discuss the basics of modern child centered education.
- 3) Know Gandhi and Tagore, Dewey, Plato and Buber in relation to Activity, discovery and dialogue.
- 4) Describe Social bases of education and Impact of industrialisation.
- 5) Discuss Curriculum as process and practice and curriculum evaluation
- 6) Understand education in relation to modern values Human Resource Development.
- 7) Describe Man making Education in reference to Swami Vivekanand.
- 8) Explain role of teacher to inculcate the spirit of secularism, nationalism and universalism

### Unit- I

- Education – Meaning, Characteristics, Nature, objectives and Modes- formal, Informal and Non-formal
- Knowledge- Meaning, types and Sources of knowledge.
- Forms of knowledge- Scientific and Traditional, Local & Universal, concrete & Abstract, Theoretical & Practical, Intuitive & Tacit, Contextual & Textual, School & out-of- School.
- Difference between “Knowledge” and “Information”.

### Unit- II

- Philosophy of Education-meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc.
- Relationship between education and philosophy.
- Major schools of thoughts and their Impact of an Education.
  - (i) Idealism, Naturalism, Realism and Pragmatism (ii) Sankhya, Vedanta, Yoga & Advaita Philosophy

### Unit- III

- Educational Sociology– meaning & nature & Socialization of the child.
- Education and Human Resource Development.
- Indian & western thinkers and education: (1) M.K. Gandhi, Tagore, Aurobindo, Swami Vivekanand (2) Dewey, Plato, Rousseau, Froebel and Montessori.
- Social justice and dignity with special reference to Ambedkar.

### Unit- IV

- Education in relation to modern values like Equity, Equality and Individual opportunity.
- Social diversity: Individual, Regions, Languages, Religions, Castes, Tribes, etc.
- Concepts of Democracy, Secularism, nationalism and Universalism,
- National Integration and Education: Meaning & factor affecting of National Integration, Education as an agent of Social change, Social Mobility.

### Unit- V

- Dimensions of the curriculum and their relationship with the aims of education.
- Curriculum as process and practice, Criteria and process of curriculum evaluation.
- Principles of curriculum construction. Relationship between the curriculum framework and syllabus.
- Selecting and organizing learning situations. Content selection and Writing of textbooks.

**Practicum:**

- Visit to library and prepare a report on the available resources on any three; Gandhi, Tagore, Shri Aurobindo, Ambedkar, Swami Vivekanand and Buber.
- Write a chapter on any topic.
- Prepare a report on Impact of industrialisation, Democracy and individual autonomy.
- Critically evaluate B.Ed curriculum and prepare a report.

**Reference Readings-**

- 1) Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLAN Publications.
- 2) Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
- 3) Tagore, R. (2003). Civilization and progress. In crisis in civilization and other essays. New Delhi: Rupa& co.
- 4) Pathak, A. (2013). Social implications of schooling: Knowledge pedagogy and consciousness. Aakar books.
- 5) Letha Ram Mohan (2009). Curriculum construction and evaluation. Agarwal Publications, Agra.
- 6) Scolt, Dand (2003). Curriculum studies: curriculum knowledge. Routledge Falmes.
- 7) Kelly, AV. (2009). The curriculum: theory and practice, Sage Publication, Singapore.
- 8) श्रीवास्तव, एच.एस. एवं चतुर्वेदी, एम. जी (2010), पाठ्यचर्या और शिक्षण विधियों, शिक्षा प्रकाशन, जयपुर।
- 9) यादव, शियाराम, 2011, पाठ्यक्रम विकास, अग्रवाल प्रकाशन आगरा।

## Course 7: Pedagogy of two School Subjects

### Pedagogy of Hindi (हिन्दी भाषा का शिक्षण)

Code: B.Ed.- 106	L	T	P	Credits	Total Marks:
	3	0	1	4	100

**अधिगम अर्जित करना:** इस पाठ्यक्रम के उपरान्त छात्र-अध्यापक समझ सकेंगे-

1. भाषा की विभिन्न भूमिकाओं को।
2. हिन्दी भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को।
3. हिन्दी भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को।
4. स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध।
5. भाषा सीखने के तरीके और प्रक्रिया को।
6. हिन्दी भाषा के मूल्यांकन की प्रक्रिया को।
7. हिन्दी भाषा के विभिन्न पाठ योजनाओं का महत्व को।
8. हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान के महत्व को।
9. भावों और विचारों की स्वतंत्र अभिव्यक्ति को।

**इकाई- 1**

- विद्यालयी पाठ्यक्रम में हिन्दी का महत्व। भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, (हिन्दी की बोलियों- वाक् तथा लेखन), भाषा के रूप में हिंदी व भाषा पढ़ने-पढ़ाने की चुनौतियाँ।
- विभिन्न स्तरों में हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य। भाषा शिक्षण के सामान्य सिद्धान्त।
- भाषायी दक्षताएँ- सुनना, बोलना, पढ़ना व लिखना। सुनने, बोलने, पढ़ने व लिखने का कौशल।
- लिखने के चरण, औपचारिक व अनौपचारिक लेखन (कहानी, कविता, डायरी, पत्र, समाचार व रिपोर्ट आदि)।

**इकाई- 2**

- भाषा साहित्य और सौंदर्य- साहित्यिक अभिव्यक्ति के विविध रूप-पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना।
- भाषा शिक्षण की शिक्षण विधियों/प्रणालियों और उनका विश्लेषण व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढांचागत प्रणाली, प्राकृतिक प्रणाली एवं संप्रेषणात्मक प्रणाली
- पाठ्यपुस्तकों की आवश्यकता एवं उनका महत्व। हिन्दी शिक्षण में भाषा प्रयोगशाला का स्थान एवं महत्व।
- गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, हिन्दी में शिक्षण भ्रमण का महत्व। एक अच्छे भाषा अध्यापक के गुण। हिन्दी शिक्षकों का व्यावसायिक विकास।

**इकाई- 3**

- हिन्दी शिक्षण में सहायक सामग्री। आई.सी.टी. दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, सहसंज्ञानात्मक
- गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)
- पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।
- सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देश्य लेखन।
- हिन्दी शिक्षण में पद्य, गद्य एवं व्याकरण की पाठ योजना का निर्माण।

**इकाई- 4**

- भाषा अर्जन और अधिगम की दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
- भाषा सीखने सीखाने की बहुभाषिक दृष्टि— जॉन ड्युवी, ब्रुनर, जे. प्याजे, एल. वॉयगोत्स्की चॉम्स्की व भारतीय भाषा शास्त्रियों पाणिनी, कामता प्रसाद गुरु किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा-भाषाओं की स्थिति (अ) धारा 343-351, 350।
- कोठारी कमीशन (64 से 66) एवं राष्ट्रीय शिक्षा नीति— 1986, पी.ओ.ए.— 1992

**इकाई- 5**

- हिन्दी शिक्षण में मूल्यांकन का अर्थ एवं उपयोगिता। उपलब्धि परीक्षण का अर्थ एवं निर्माण।
- हिन्दी शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु—समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न।
- भाषा विकास की प्रगति का मूल्यांकन, सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन।
- क्रियात्मक अनुसंधान की अवधारणा तथा हिन्दी शिक्षण में इसकी उपयोगिता।

**परियोजना कार्य**

- सहायक सामग्री का निर्माण।
- क्रियात्मक अनुसंधान की रूपरेखा का निर्माण।
- उपलब्धि परीक्षण का निर्माण।
- हिन्दी के प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

**संदर्भ अध्ययन सूची**

1. पाण्डेय. मुक्तिकान्त (2010), "हिन्दी शिक्षण—अभिनव आयाम" विश्वभारती पब्लिकेशन, अंसारी रोड, दरियागंज नई दिल्ली।
2. शर्मा, अनुराधा (2012), "भाषा विज्ञान तथा सिद्धान्त," विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नई दिल्ली।
3. गुप्ता, प्रभा (2012), "मातृभाषा व विविध योजनाएँ," साहित्य प्रकाशन, आपका बाजार, आगरा।
4. किशोरीदास, आचार्य (2013), "हिन्दी की वर्तनी व शब्द प्रयोग मीमांसा", वाणी प्रकाशन, 21—ए, दरियागंज, नई दिल्ली।
5. नारंग, वैशना (2013), "सम्प्रेषण परक हिन्दी भाषा शिक्षा", ए.पी. भार्गव बुक हॉऊस. 4/230, कचहरी घाट आगरा।
6. सिंह, सावित्री (2001), "हिन्दी शिक्षण" लायल बुक डिपो, मेरठ।
7. प्रसाद, भगवती (2002), "प्रारम्भिक स्तर पर हिन्दी शिक्षण", सुखपाल गुप्त आर्य बुक डिपो, नाईवाला, करोलबाग, नई दिल्ली।
8. त्यागी, एस.के. (2008), "हिन्दी भाषा शिक्षण," अग्रवाल पब्लिकेशन, 28/115 ज्योति ब्लॉक, सजंय प्लेस, आगरा।

**Pedagogy of Sanskrit**

Code: B.Ed.- 108	L	T	P	Credits	Total Marks:
	3	0	1	4	100

**अधिगम अर्जित करना:** इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझ सकेंगे—

1. भाषा कि विभिन्न भूमिकाओं को
2. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को।
3. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को।
4. संस्कृत भाषा के मूल्यांकन की प्रक्रिया को
5. संस्कृत भाषा के विभिन्न पाठ योजनाओं का महत्व को।
6. संस्कृत भाषा शिक्षण में क्रियात्मक अनुसंधान के महत्व को।

**इकाई- 1**

- संस्कृत की ऐतिहासिक पृष्ठभूमि, संस्कृत की सांस्कृतिक, साहित्यिक एवं भाषा-विज्ञान सम्बन्धित महत्व। संस्कृत का आधुनिक भारतीय भाषाओं से तुलना।
- संस्कृत भाषा का विद्यालयी पाठ्यक्रम में स्थान। सृजनात्मक संस्कृत भाषा के विविध रूप, विद्यालयी पाठ्यक्रम में संस्कृत साहित्य का महत्व।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा-भाषाओं की स्थिति (अ) धारा 343-351, 350। कोठारी कमीशन (64 से 66) एवं राष्ट्रीय शिक्षा नीति— 1986, पी.ओ.ए.— 1992।
- विभिन्न स्तरों में संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य। भाषा शिक्षण के सामान्य सिद्धान्त।

**इकाई- 2**

- भाषा साहित्य और सौंदर्य—साहित्यिक अभिव्यक्ति के विविध रूप—पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना—पढ़ाना।
- संस्कृत शिक्षण की विधियों, प्राचीन विधियों की नवीन विधियों से तुलना, व्याकरण विधि, विश्लेषणात्मक विधि, योजना विधि, प्रस्तुत विधियों की उपयोगिता एवं सीमाएँ
- गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, संस्कृत में शिक्षण भ्रमण का महत्व। पाठ्यपुस्तकों की आवश्यकता एवं उनका महत्व।



- अच्छे संस्कृत अध्यापक के गुण एवं संस्कृत के शिक्षक का भाषा की प्रगति में भूमिका। संस्कृत शिक्षकों का व्यावसायिक विकास।

### इकाई- 3

- संस्कृत शिक्षण में आई.सी.टी. की महत्व एवं चुनौतियाँ।  
 ➤ संस्कृत शिक्षण में ध्वनि का महत्व एवं शुद्धोच्चारण का महत्व।  
 ➤ संस्कृत शिक्षण में भाषा प्रयोगशाला का स्थान एवं महत्व।  
 ➤ संस्कृत शिक्षण में सहायक सामग्री। दृश्य-श्रव्य साधनों का प्रयोग एवं महत्व, रेडियो, टेलीविजन, फिल्में, सह-संज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

### इकाई- 4

- संस्कृत पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।  
 ➤ संस्कृत शिक्षण में व्यक्तिगत पठन, मौन पठन, एवं सुलेख का महत्व।  
 ➤ सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देश्य लेखन।  
 ➤ संस्कृत शिक्षण में पद्य, गद्य, व्याकरण, अनुवाद एवं नाटक की पाठ योजना का निर्माण

### इकाई- 5

- संस्कृत शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या एवं उपयोगिता। उपलब्धि परीक्षण का अर्थ एवं निर्माण।  
 ➤ संस्कृत शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधारबिंदु- समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न।  
 ➤ भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन।  
 ➤ क्रियात्मक अनुसंधान की अवधारणा एवं विकास, संस्कृत शिक्षण में इसकी उपयोगिता।

### परियोजना कार्य

- सहायक सामग्री का निर्माण।  
 ➤ क्रियात्मक अनुसंधान की रूपरेखा का निर्माण।  
 ➤ उपलब्धि परीक्षण का निर्माण।  
 ➤ संस्कृत के प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

### संदर्भ ग्रंथ सूची:

1. डॉ. कम्भम्पारि साम्ब शिवमूर्ति : संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
2. शर्मा, डॉ. श्यामाता प्रसाद : संस्कृत शिक्षणम् श्री कविता प्रकाशन, जयपुर।
3. पाण्डेय, डॉ. रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
4. शर्मा, डॉ. संतशरण "संत" : संस्कृत व्याकरण, (2009), अमर प्रकाशन, मथुरा।
5. वर्मा, डॉ. पूर्ण सिंह: संस्कृत शिक्षण, लक्ष्मी बुक डिपो जयपुर।
6. मितल, डॉ. सन्तोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
7. नारंग, वैशना: "सम्प्रेषणात्मक भाषा शिक्षण," नई दिल्ली प्रकाशन संस्थान दयानन्द मार्ग।
8. मिश्रा, डॉ. महेन्द्र कुमार: संस्कृत व्याकरण, विवेक पब्लिशिंग हाऊस, जयपुर।
9. सिंह, डॉ. एस.डी. संस्कृत शिक्षणम्, इण्टरनेशनल पब्लिशिंग हाऊस, जयपुर।

## Pedagogy of English

Code: B.Ed.- 107	L	T	P	Credits	Total Marks:
	3	0	1	4	

### Learning outcome: After completion of the course, the student-teachers will be able to-

- 1) Explain nature and importance of the English as a school subject and its relation to otherschool subjects.
- 2) Understand about the teaching of Poetry, Prose and Drama;
- 3) Identify methods, approaches and materials for teaching English at various levels in the Indian context.
- 4) The required skills and their inter-links per mastering English.
- 5) Develop and use teaching aids in the classroom both print and Audio-visual material, and ICT (Internetand computer technology).
- 6) Understand need and functions of language lab.
- 7) The techniques of obtaining feedback for self- evaluation and evaluation of students.
- 8) To teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.



- 9) Comprehend Action Research and its importance in English teaching.

### UNIT- I

- Language: Meaning, Nature and Importance in human life, Society and English language, English as a Global Language & Career opportunities.
- The nature and importance of English as a Language in School Subject, Co-relation of English with other school subjects.
- General Aims and Objectives of English teaching at junior and secondary level.
- Pronunciation-linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.

### UNIT- II

- Descriptive linguistics- language as a discipline, structure of a language.
- Objectives of English morphology, syntax and uses, kinds of sentences.
- Literature in the school curriculum and Relationship between Curriculum, Syllabus and Textbooks.
- Principles of Curriculum construction of English Teaching at different stages of school, Selection of materials.

### UNIT- III

- Methods and approaches of English Teaching- Translation cum Grammar method, Direct Method, West's New Method, Substitution method, Bilingual Method,
- Structural approach and Situational approach. Inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching.
- Development of following linguistic skills (i) Listening and understanding (ii) Speaking (iii) Reading (iv) Writing.
- The concept of Universal grammar, Importance of text books and its evaluative characteristics.
- Use of ICT in English teaching & Role of mother tongue in teaching English.

### UNIT- IV

- Preparation of Micro lessons based on the following skills: (i) Introduction. (ii) Questioning. (iii) Explaining (iv) Illustration (v) Stimulus variation
- Lesson planning, its importance, steps and writing of objectives in behavioural terms.
- Pedagogical approaches for the teaching of English (Prose, Poetry, Drama & Grammar) at different stages of school.
- Developing tasks and materials for study skills in English literary forms, Audio-visual aids in teaching English.

### UNIT- V

- Evaluation in English teaching: Types of questions and its formulation (open-ended questions, Long & Short answer type, MCQ).
- Achievement tests: its meaning and preparation. Blue print of a question paper.
- Continuous and Comprehensive Evaluation, Diagnostic testing & Remedial teaching in English. .  
Techniques of Evaluation: Oral, written, portfolio, Self evaluation; Peer evaluation; Group evaluation.
- Action Research in teaching English, its meaning, development and utility.

### Practicum

- Preparation of teaching learning material (TLM)
- Preparation of Action Research plan.
- Preparation of achievement test.
- Preparation of five cards, five pictures cards and five cross word puzzles.

### Reference Readings-

- 1) Bhatia, K.K. (2006), Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- 2) Bhatia, K.K. and Kaur, Navneet (2011), Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- 3) Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi: Sterling publishing Pvt. Ltd.
- 4) Bright and Mc Gregor, Teaching English as Second Language, Longman.
- 5) Brumfit C.J. (1984), Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- 6) Chaturvedi, M.G. (1973), "A contractive study of Hindi – English phonology".

- 7) Frisby, A.W. (1970), Teaching English: Notes and comments in teaching English.
- 8) Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- 9) Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
- 10) Rai, G., Teaching of English, R.Lall Book Depot, Meerut.
- 11) Pahuja, S.; Teaching of English, Shri Vinod Pustak Mandir, Agra.
- 12) Bhandari, C.S. and Other (1966), Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- 13) Freeman, Diane-Larsen (2000), Techniques and Principles in language Teaching, Oxford OUP
- 14) Gimson A.C. (1980), An Introduction to the Pronunciation of English London: Edward Arnold.
- 15) Hornby A.S. (1968), A Guide to patterns and usage in English. Oxford: OUP
- 16) Paliwal, A.K. (1988), English Language Teaching Jaipur: Surbhi Publication.
- 17) Richards, J.C. and Rodgers, T.S. Approaches and Methods in language teaching Cambridge C.U.P.
- 18) NCERT. (2006) position paper national focus group on teaching of Indian language (NCF-2005). New Delhi: NCERT.

## Pedagogy of Mathematics

Code: B.Ed.- 111	L	T	P	Credits	Total Marks: 100
	3	0	1	4	

**Learning Outcomes:** To enable the pupil teacher to-

- 1) Understand and appreciate the use and significance of Mathematic in daily life.
- 2) Learn various approaches of teaching Mathematics and to use them judiciously.
- 3) Know the methods of planning instruction for the classroom.
- 4) Canalize, Evaluate, Explain and reconstruct their thinking about mathematics.
- 5) Construct appropriate assessment tools for evaluating mathematics learning;
- 6) Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.
- 7) Conduct the Action Research.

### UNIT- I

- Meaning & nature of Mathematics, Use & Significance of Mathematics.
- Contribution of some great Mathematicians- Aryabhatta, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte.
- General Aims and objectives of teaching mathematics at secondary and senior secondary levels.
- Bloom's Taxonomy of Educational Objectives. Objectives of teaching mathematics in terms of behaviour outcomes.
- Mathematics teacher- Functions and qualities and Reflective & Innovative practices in professional development of Mathematics teachers.

### UNIT-II

- Pedagogical approaches for the teaching of Mathematics at different stages of school, Viz-Inductive-Deductive, Analytic-Synthetic, Heuristic, Lecture, Project, Problem solving Question answer and Laboratory Method.
- Various techniques for teaching of Mathematics viz- Oral, written, drill, assignment, and selfstudy.
- Micro-Teaching Skills: Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Meaning, steps and importance of lesson plan in Mathematics Teaching, Various approaches of lesson planning in Mathematics Teaching. Preparation of Lesson plan on various topics of Mathematics.

### UNIT- III

- Text books in Mathematics- Importance and qualities of a good text book in Mathematics.
- Identifying learner's strengths and weaknesses; principles of diagnosis and remediation Activities enriching mathematics learning, supplementary text material, mathematics club, contests and fairs.
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching, characteristics of good teaching aids. Use of ICT in Mathematics teaching.
- Importance and development of Mathematics laboratory for recreational Mathematics (games, puzzles and riddles in mathematics).

**UNIT- IV**

- Teaching of Arithmetic- Objectives, role of drill and constrictive play in primary Arithmetic and developing speed and accuracy in Mathematics.
- Teaching Algebra- Objectives and importance of Algebra. Teaching Geometry– Objectives of Geometry teaching, Role of Hypothesis, Axioms, Postulates and Assumptions.
- Stages of Geometry teaching-Experimental, Analytical or Deductive, Systematising stages, kinds of proof in Geometry.
- Curriculum Development in Mathematics teaching - Concept and Principles.

**UNIT- V**

- Evaluation in Mathematics– Meaning, Need and purpose of evaluation in Mathematics Teaching, type of test items; their merits and demerits, quality of a good mathematics test.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test and Blue-Print in mathematics.
- Importance of Continuous and comprehensive evaluation in mathematics teaching.
- Concept of action research, its development and importance in mathematics teaching.

**Practicum:**

- Preparation of teaching learning material (TLM)
- Preparation of Action Research plan.
- Preparation of Achievement test.
- Prepare Games, Puzzles and Riddles in Mathematics.

**Reference Readings-**

1. Anthony, Glende and Walshaw, Margaret (2009), Effective Pedagogy in Mathematics: Gonnet Imprimeur, Belley, France.
2. Arora, S.K. (2000), How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
3. Gakhar, S.C. and Jaidka, M.L. (2003), Teaching of Mathematics. Panipat: M/s N.M. Publishers.
4. Kumar, Khushwinder and Kaur, Jaspreet (2012), Learning Mathematics- A Lab Experience, Gurusa Sadhar: GBD Publishers.
5. Kumar, Sudhir and Ratan, P.N. (2003), Teaching of Mathematics. New Delhi: Anmol Publication Pvt. Ltd.
6. Mangal, S. K. (2007), Teaching of Mathematics. New Delhi: Arya Book Depot N.C.E.R.T. Text Books 6th to 10th Standard.
7. National Focus on Teaching of Mathematics. Published at the Publication Department by the Secretary, National Council of Educational Research and Training, New Delhi.
8. Dapur, J.N. (1998), Suggested Experiments in Arya book depot, New Delhi.
10. धाकड़, परशुराम त्रिवेदी, शिल्पा (2009), "गणित शिक्षण विधियों" साहित्यागार चोड़ा रास्ता, जयपुर।
11. मंगल, एस.के. (2005), "गणित शिक्षण" आर्य बुक डिपो, नई दिल्ली।
12. शर्मा, एच.एस. (2005), "गणित शिक्षण" राधा प्रकाशन मन्दिर, आगरा।
13. नेगी, जे.एस. (2007), "गणित शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
14. सिंह, योगेश कुमार (2010), गणित शिक्षण आधुनिक पद्धतियों ए.पी.एच. पब्लिशिंग कॉरपोरेशन, नई दिल्ली
15. कुलश्रेष्ठ, अरुण कुमार (2013), "गणित शिक्षण" आर.लाल. बुक डिपो, मेरठ।

**Pedagogy of Physical Sciences**

Code: B.Ed.- 110	L	T	P	Credits	Total Marks:
	3	1	1	4	100

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Understand the nature, scope values and objectives of teaching Physical science at secondary level.
- 2) Develop insight on the meaning and nature of Physical science for determining aims and strategies of teaching-learning and Integrate the science knowledge with other school subjects.
- 3) Identify and relate everyday experiences with learning of science.

- 4) Use effectively different Activities/ Experiments/ Demonstrations/ Laboratory experiences for teaching-learning of science.
- 5) Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other critical issues.
- 6) Understand the role and use of laboratory experiences for teaching-learning of Science
- 7) Use effectively different activities/learning resources for teaching-learning of Science
- 8) To use effectively the different approaches in teaching of Science.

### **UNIT– I**

- Physical Science: Concept, Nature, Scope and Importance, Scientific literacy.
- Importance of Physical Sciences as a school subject. Co- relation of Physical Sciences with other school subjects.
- General Aims and Objectives of Teaching Physical Sciences at secondary and senior secondary school stage.
- Concept of Bloom's Taxonomy & Identification and writing teaching objectives in behavioral terms.
- Physical science curriculum- Concept, Principles and Approaches to curriculum organisation, critical analysis of the contents of Physical science subjects at secondary and senior secondary school stage

### **UNIT– II**

- Pedagogical approaches for the teaching of Physical Sciences- Scientific methods/ Strategies- Observation, experimentation, demonstration, heuristic, project, lecture, laboratory, problem solving, investigatory approach/ Enquiry, concept mapping, Data Collection, Generalization etc.
- Non-Formal approaches in teaching of Science- Tutorials, independent self study, seminar/ conferences, workshop, science clubs, science museums, science fairs and excursions.
- Micro-Teaching Skills: Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Meaning, steps and importance of lesson plan in Physical Sciences Teaching. Preparation of Lesson plan on different topics.

### **UNIT- III**

- Identification and use of learning resources in science from immediate environment, Science kit.
- Importance of Textbooks and other publications in physical science teaching.
- Audio-visual materials, Use of ICT and teaching- Learning experiences in physical science –video clips, power point presentation etc.
- Organisation of an effective programme of teaching of Physical Sciences- organisation of teaching learning material at secondary and senior secondary school stage.

### **UNIT– IV**

- The Physical science laboratory- Objectives of laboratory, importance of science laboratory.
- Planning and organisation of science laboratory, safety measures in the Physical Sciences laboratory, Laboratory manuals.
- Rules for maintaining laboratory, requirements of apparatus and chemicals for development of
- Physical Sciences lab at secondary level. Practical work and record keeping in science lab.
- The Physical science teacher- qualification and characteristics, and his/ her responsibilities.
- Reflective & Innovative practices in professional development of Physical science teachers.

### **UNIT– V**

- Evaluation in Physical Sciences.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test and Blue-Print in Physical Sciences.
- Importance of Continuous and comprehensive evaluation in Physical Science.
- Action research in Physical Sciences teaching; its meaning, development and utility.

### **Practicum:**

- Preparation of teaching learning material (TLM)
- Preparation of Action Research plan.

- Preparation of achievement test.
- Preparation of Teaching Material (PPT) on any topic.

### Reference Readings-

- 1) Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- 2) Mangal, S.K (2005), Teaching of physical science” Arya book depot New Delhi-05
- 3) Sood, J.K.: Teaching of Physical Science, Agarwal Publication, Agra
- 4) Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- 5) Singh, R.: Teaching methods in schools, Commonwealth Publication, Delhi.
- 6) Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- 7) Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- 8) Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
- 9) Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.
- 10) Joshi, S.R, (2008), Teaching of science, A.P.H publishing corporation, New Delhi
- 11) 11-Das, R.C, (2000), Science teaching in schools” sterling publishers private limited, New Delhi
- 12) Prasad Janardan (1999), Practical aspects in teaching of science. Kanishka publisher, New Delhi
- 13) 13-Nanda, V.K. (1997), Science education today Anmol publications Pvt. Ltd. New Delhi

## Pedagogy of Biological Sciences

Code: B.Ed.- 109	L	T	P	Credits	Total Marks:
	3	0	1	4	100

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Develop insight on the meaning and nature of Biological sciences.
- 2) Determine aims and strategies of teaching Biological sciences.
- 3) Identify and relate everyday experiences with learning of Biological sciences.
- 4) Appreciate various approaches of teaching- learning of Biological sciences.
- 5) Develop competencies for teaching, learning of biological science.
- 6) Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching- learning of Biological science.
- 7) Formulate meaningful inquiry experiences, problem-solving situations, Investigatory and discovery learning projects.
- 8) Construct appropriate assessment tools for evaluating learning of biological science.
- 9) Stimulate curiosity, inventiveness and creativity in biological science.

### UNIT- I

- Meaning, Nature, Scope and Importance of Biological Sciences as a school subject. Scientific literacy. Co-relation of Biological Sciences with other school subjects.
- General Aims and Objectives of Teaching Biological Sciences at secondary and senior secondary school stage.
- Concept of Bloom's Taxonomy & Identification and writing teaching objectives in behavioural terms.
- Biological science curriculum- development, principles and approaches to construction of curriculum, critical analysis of the contents of Biological sciences subjects at secondary and senior secondary school stage.

### UNIT- II

- Pedagogical approaches for the teaching of Biological Sciences- Scientific methods/ Strategies-Observation, Experimentation, Demonstration, Heuristic, Project, Lecture, Laboratory, Problem-Solving, Investigatory Approach/ Enquiry, Concept Mapping, Data Collection, Generalization etc. with Illustration in Biological Science.
- Non-Formal approaches in teaching of Science- Tutorials, independent self study, seminar/ conferences and workshops.
- Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.

- Meaning, steps and importance of Lesson plan in Biological Sciences Teaching. Preparation of Lesson plan on different topics.

### UNIT– III

- Identification and use of learning resources in Biological sciences from immediate environment, Sciencekit.
- Importance and Characteristics of Textbooks and other publications in Biological science teaching.
- Audio-visual materials, Use of ICT and teaching– learning experiences in Biological science –video clips, power point presentation etc.
- Co-curricular activities- Science Clubs, Science Museums, Science Fairs and Excursions, maintenance of aquarium & Herbarium.

### UNIT– IV

- Concept of Biology science laboratory- Objectives of laboratory, importance of Science laboratory.
- Planning and organisation of science laboratory, safety measures in the Biology Sciences laboratory, Laboratory manuals.
- Rules for maintaining laboratory, requirements of apparatus and chemicals for development of Biology Sciences lab. at secondary level. Practical work and record keeping in science lab.
- The Biology science teacher- qualification and characteristics and his/her responsibilities.
- Reflective & Innovative practices in professional development of Biology science teachers.

### UNIT- V

- Evaluation in Biological Sciences: Meaning and needs, Formative and summative evaluation, Diagnostic testing and Remedial teaching Continuous and comprehensive evaluation.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test and Blue-print in Biological sciences.
- Action research in Biological Sciences teaching; its meaning, development and utility.

### Practicum:

- Preparation of teaching learning material (TLM),
- Preparation of Action Research plan.
- Preparation of achievement test.
- Report preparation on excursion of scientifically significant local area.

### Reference Readings-

- 1) Agarwal, D.D. (2004), Modern methods of Teaching Biology: saruk & sons.
- 2) Choudhary, S. (2010), Teaching of biology APH Publishing Corporation. New Delhi.
- 3) Sood, J.K. (1987), Teaching of life science, kohli publishers Chandigarh.
- 4) Yadav, M.S. (2000), Modern methods of teaching sciences, Anmol publishers, Delhi.
- 5) Singh, V. (2007), Teaching of Biology, Adhyanyan publishers & distributors, New Delhi.
- 6) Edger, Marlow & Rao D. B. (2003), Teaching Sciences Successfully, Discovery Publishing House, New Delhi.
- 7) Kulshrestha, S.P. (1988), Teaching of Biology, Loyal Book Depot, Meerut.
- 8) Sharma, H.L. (1989): School Science Education in India, Commonwealth Publishers, New Delhi.
- 9) Sharma, L.M. (1977), Teaching of Sciences & Life Sciences, Dhanpat Rai & Sons, Delhi.
- 10) Singh U.K. (2003), Science Education Common Wealth Publishers Darayaganj, Nayab, A.K. New Delhi.
- 11) Venkataih. S. (2001), Science Education in 21st Century Anmol Publishers, Delhi.
- 12) Yadav. K. (1993), Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi.



## Pedagogy of Computer Science

<b>Code: B.Ed.- 112</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Total Marks:</b>
	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Know the historical evolution of computer and its hardware and software components.
- 2) Make an effective use of Computer in Education.
- 3) Know about the hardware and software and their applications.
- 4) Know about aims and objectives of teaching computer science in at different level of schools education.
- 5) Acquire skills relating to planning lessons.
- 6) Work with various MS Office Applications like Word, Excel and Power Point.
- 7) Understand and apply the M.S. Office applications in School Management.
- 8) Prepare Technology Integrated Lessons and familiarize with the various methods that can be employed for the teaching of Computer Science.

### UNIT-I

- Concept, nature & scope of computer science. Classification and Part of computers. Nature and scope of computer teaching.
- History and Generations of Computers and their characteristics, Classification and Hard ware of computers, Input Output Devices.
- Significance of Computer Science in the modern time and the advancement in Computer Science Education. Web Browsers: Internet explorer, Mozilla Firefox, Chrome, Search Engines: Google, Yahoo etc.
- General Aims and objectives of Computer Science teaching at different stages of school. Bloom's Texonomy and Writing objectives in behavioural terms.

### UNIT- II

- Need and importance of computer in education, principles of curriculum construction.
- Pedagogical Approaches, Methods and devices of teaching Computer Science. Lecture, Project, Discussion and Supervised Study Method and laboratory Method.
- Basic Programming, Data Representation, Computer Organization, Operating Environment &
- Computer Network. Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive white boards.

### UNIT- III

- Classification and Importance of Audio-Visual aids, use of Audio visual aids in teaching Computer Science at secondary senior secondary schools stages.
- Use of ICT and teaching- learning experiences in Computer Science teaching –Video Clips, Power Point Presentation etc. Role of Network.
- Computer Laboratory- Need, Importance and Equipments. Organizing a computer Laboratory.
- Qualities, Role and responsibilities of a good Computer Science teacher. Reflective & Innovative practices in professional development of Computer Science teachers.

### UNIT- IV

- Importance of text books in teaching of Computer Science. Characteristics of good textbooks.
- Micro teaching Skills: Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Lesson planning in Computer Science teaching- meaning, need, steps and aims of lesson lanning. Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Computer Science teaching.

### UNIT-V

- Evaluation in Computer Science, meaning, purpose and importance ofevaluation.
- Types of questions for assessing Computer Science, Development of test items Objective type, Short answer



type, Essay type.

- Formative and Summative Evaluation in Computer Science, Continuous and Comprehensive Evaluation(CCE) in Computer Science teaching.
- Meaning, concept and construction of Achievement test. Blue-print: Meaning, concept, need and construction.

### Practicum:

- E- Content development (teaching learning material)
- Create a web Page and Prepare a ppt on any topic.
- Preparation of achievement test/ Action Research plan

### References Readings-

- 1) Rajaraman, V. (1999), Fundamentals of Computer, Prentice Hall, India.
- 2) Christian Crumlish (1998), The ABC's of Internet, BPB Publication, New York.
- 3) Rejeseakaran S. (2007), Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- 4) Richard Scott. (1995), PB Learning Lab Teaches, BPB Publication, New York.
- 5) Sanders, D.H. (1999), Computers Today, Mc Graw Hill International Edition.
- 6) Leon (2000), Internet for Everyone, Vikas Publications, New Delhi.
- 7) Suresh, K.B. (2005), Computers Today, Galgotia Publication, India.
- 8) Desmode W.E. (1985), Computers and their Uses, Prentice Hall, India.
- 9) Taylor, R .P., Computers in School Tutor, Tool and Tutee, Teachers College Press, NewYork, 1980.
- 10) Bose K Sanjay (1996), Hardware and Software of Personal Computer.
- 11) Conrad, Kerri (2001), Instructional Design for web-based Training HRD Press.
- 12) Mallik, Utpal et al. (2001), Learning with Computers Level – III. NCERT, New Delhi.
- 13) Intel (2003), Intel Innovation in Education Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
- 14) Kumar, Khushvinder and Kumar, Sunil; Teaching of computer. Gurusar Sadhar: GBD Publications.

## Pedagogy of Home Science

Code: B.Ed.- 113	L	T	P	Credits	Total Marks:
	3	0	1	4	100

### Learning Outcomes: After completion of the course, student-teachers will be able to:-

- 1) Understand the aims and objectives of home science.
- 2) Understand the nature and importance of home science and its correlation with other subjects.
- 3) Analyze school syllabus in relation to its applicability to practical situation.
- 4) Utilize effectively the instructional material in teaching home science.
- 5) Construct test items to measure objectives belonging to various cognitive levels.
- 6) Identify specific learning difficulties in home science and to provide suitable Remedial individual instructions.

### UNIT-I

- Meaning, Concept, Needs of home science teaching. Nature and scope of Home science teaching.
- Home Science teaching in the context of family and group.
- Significance of Home Science in the modern school curriculum; the modern concept of Home Science Education and correlation of Home Science with other subjects.
- General Aims and objective of Home Science teaching at different stages of school. Bloom's Texonomy, Writing objective in behavioural terms.

### UNIT- II

- The syllabus of Home Science, its Scope, Adequacy and Evaluation, Principles of curriculum construction.

- Foods, Nutrition and Health, Child Care, Hygiene and sanitation, Principles of budget making.
- Pedagogical approaches, Methods and devices of teaching Home Science at secondary and senior secondary level- Lecture-cum Demonstration, Experimental, Project, Problem solving, Dramatization, Discussion method, Field Trips.
- Textile and clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), etc. Home management – management of time, home and floor decoration.

### UNIT- III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching home science. Development of low cost TLM and its use in classroom instruction.
- Use of ICT and teaching- learning experiences in home science teaching –Video clips, power point presentation etc. and using community resources in Home Science.
- Home science Laboratory- need, importance and equipments. Identification and use of learning resources in home science exploring alternative sources; importance of home science kit.
- Qualities, role and responsibilities of a good Home science teacher. Reflective & Innovative practices in professional development of Home science teachers.

### UNIT- IV

- Importance of text-books in teaching of Home Science. Characteristics of good textbooks. Use of library.
- Micro teaching Skills- Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board- Writing etc.
- Lesson planning in Home Science teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of Action research, its development and importance in Home Science teaching.

### UNIT- V

- Measurement and evaluation in Home Science, meaning, purpose, and importance of evaluation.
- Types of questions for assessing Home Science, Development of test items objective type, Short Answer type, Essay type.
- Formative and Summative Evaluation in Home Science, Continuous and Comprehensive Evaluation (CCE) in Home Science teaching.
- Meaning, concept and construction of Achievement tests. Blue print: Meaning, concept, need and construction.

### Practicum:

- Prepare a First-Aid Box
- Preparation of teaching learning material (TLM)
- Preparation of achievement test/ Action Research plan
- Make a file of essential equipments of Home Science lab and Management of lab.

### References Readings-

1. Dars, R.R. and Ray Binita (1979), teaching of home Science, sterling publisher Pvt. Ltd, New Delhi.
2. शैरी, जी.पी. (2008), 'गृह विज्ञान शिक्षण' विनोद पुस्तक मंदिर आगरा-2
3. अस्थाना, एस.आर. (2007), 'गृह विज्ञान का अध्यापन' लक्ष्मी नारायण अग्रवाल प्रकाशन, आगरा।
4. सुखिया, एस.पी. (2009), 'गृह विज्ञान शिक्षण' हरियाणा साहित्य अकादमी चण्डीगढ़।
5. कुमारी, विमलेश (2007), 'गृह विज्ञान शिक्षण' डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली।
6. शर्मा, राजकुमारी व तिवारी अंजना (2006), 'गृह विज्ञान शिक्षण' राधा प्रकाशन मंदिर आगरा।
7. दास, आशा व गुप्ता, पूजा (2005), 'गृह विज्ञान' पाठ्य पुस्तक कक्षा 9 'आर्य बुक डिपो, करोल बाग, नई दिल्ली।

## Pedagogy of Social Study

<b>Code: B.Ed.- 114</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Total Marks: 100</b>
	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) To develop an understanding of the nature of Social Study.
- 2) Understand matters of both content and pedagogy in the teaching of Social Study.
- 3) Define Social Study and explain its relative position in the Syllabus.
- 4) Understand the aims and objectives of teaching of Social Study.
- 5) Review the Text-book of Social Study.
- 6) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 7) Prepare, select and utilize different teaching aids.
- 8) Acquire basic knowledge and skills to analyse and transact the Curriculum Effectively.
- 9) To sensitize and equip student teachers to handle Social issues.

### UNIT- I

- Meaning, Concept, Needs of social science teaching. Nature and scope of social science teaching.
- Historical development of social science as a discipline. Social Study as a separate subject in school curriculum. Correlation of Social Science with other School Subjects– History, Geography, Economics, Civics & Environmental Sciences.
- General Aims and objectives of Social Study teaching at different stages of school. Writing objectives in behavioural terms.
- Significance of Social Study in the modern school curriculum; Changing areas of social science as a subject, the modern concept of Social Study for national and international understanding.

### UNIT- II

- Need and Principle for the planning of curriculum, construction of curriculum & general pattern of social studies curriculum.
- Pedagogical approaches for the teaching of Social Study at different stages of school. Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling. Excursion and team teaching as a method.
- Teaching aids in the class room teaching of Social Study, need, principles for use of teaching aids, advantages and problems in the use of material aids.
- Use of ICT and teaching- learning experiences in Social studies teaching –video clips, Power Point presentation etc.

### UNIT-III

- Micro-teaching skills: Introduction, Explaining, Probing Questioning, Illustration, stimulus variation etc.
- Lesson planning in Social studies teaching- meaning, need, steps and aims of lesson planning, different approaches of lesson planning. Preparation of Lesson plan on different topics.
- Text books of social study: Importance, value & characteristics of good text books.
- Qualities and responsibilities of a good social study teacher. Reflective and Innovative practices in professional development of social study teachers.

### UNIT-IV

- Indian culture, issues related to Gender Equality, Dignity, Socialism, Secularism, Rights of SC, ST, Minorities, Women, Children and Disabled.
- Directive Principles of State Policy (with special reference to welfare of the people) and Fundamental Duties.
- Social studies library and Laboratory: Need, Management and Equipments.
- Concept of Action research, its development and importance in Social studies teaching.

### UNIT-V

- Evaluation in Social Studies: Meaning, Purpose, Objectives and Criteria of Good Examination.
- Techniques of evaluation- oral, written, Essay, objective, steps of evaluation process.
- Formative and Summative Evaluation, diagnostic test and Remedial teaching, Continuous and comprehensive evaluation in Social studies teaching.
- Meaning, concept and construction of Achievement test. Blueprint: Meaning, concept, need and construction.

**Practicum:**

- Preparation of teaching learning material (TLM).
- Preparation of Action Research plan.
- Preparation of achievement test.
- Compile articles from Newspapers, Magazines and the internet on social events and prepare a report.
- Conduct survey based study on social condition of rural people and prepare a report.

**Reference Readings-**

- 1) त्यागी, गुरुसरनदास, (2008), "सामाजिक अध्ययन शिक्षक," प्रेमलता प्रिन्टर्स, आगरा।
- 2) शर्मा, हनुमान सहाय, (2005), "सामाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परशुरामपुरी, आगरा।
- 3) शैदा बी.डी, शैदा ए.के, "सामाजिक अध्ययन शिक्षक," आर्य बुक डिपो, करोल बाग नई दिल्ली।
- 4) तायल बी.बी, (2002), "न्यूकोर्स सामाजिक विज्ञान," आर्य पब्लिकेशन, करोल बाग नई दिल्ली।
- 5) Bedi Yesh Pal, (1980), Social and preventive medicine, Atma ram sons, karmese gate, Delhi
- 6) Gilby Thomas, (1953), Between community and society Longmans, Green and co. London, New York.
- 7) Chitambar J.B. (1987), Introductory Rural Sociology Wiley Eastern Limited. Bangalore.
- 8) Ganguli, B.N. (1977), Social Development AB/9 Safdarjang Enclave, New Delhi.
- 9) Reddy L. Venkateswara, (2005), Methods of Teaching Rural Sociology Discovery Publishing House, Anrari Road, Prahlad street Darya Ganj, New Delhi.

## Pedagogy of History

Code: B.Ed.- 115	L	T	P	Credits	Total Marks: 100
	3	1	0	4	

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Understand matters of both content and pedagogy in the teaching of History.
- 2) Define History and explain its relative position in the Syllabus.
- 3) Understand the aims and objectives of teaching of History.
- 4) Prepare Lesson plans for different classes. Review the Text-book of History.
- 5) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 6) Prepare, select and utilize different teaching aids.
- 7) Understand the concept of multiple assessment techniques.

**UNIT- I**

- Meaning, Concept, Needs of History teaching. Nature and scope of History teaching.
- Historical development of History as a discipline. Changing areas of History as a subject.
- Correlation of History with other School Subjects– Social Science Geography, Economics, Civics, Art & Literature.
- General Aims and objective of History Teaching at different stages of school. Bloom's Taxonomy, Writing objectives in behavioural terms.
- Importance of History in school curriculum. Significance of Studying Local History, National History and World History in the context of National Integration and International understanding.

**UNIT- II**

- The Curriculum of History; its scope and adequacy and evaluation, construction of a syllabus for History.
- Pedagogical approaches (Lecture, Project, Chronological Method, Biographical Method, Source Method, Questioning, merits and demerits) and studying of chronology for the teaching of History at different stages of school. Dramatization, Role plays, Discussion, story-telling, Excursion and team teaching as a method.
- Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

**UNIT- III**

- Classification and Importance of audio visual aids, use of audio visual aids in teaching history at junior and senior stages.
- Use of ICT and teaching- learning experiences in history teaching –video clips, power point presentation etc.
- Teaching-learning material- chief characteristics allied reading material, different types of supplementary materials- Atlas, Maps -World, Asia, Media States, Districts) Globe, Historical Maps, Models of Historical

Monuments and Buildings, daily news paper, news magazine.

- Qualities, role and responsibilities of a good history teacher. Reflective & Innovative practices in professional development of history teachers.

#### UNIT- IV

- Importance of text books and best use of textbooks in teaching of History. Characteristics of good textbooks. Use of museums and library.
- Micro teaching Skills- Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black- Writing etc.
- Lesson planning in history teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of Action Research, its development and importance in history teaching.

#### UNIT-V

- Evaluation in History: Meaning, Purpose, Need and Importance of evaluation in History Teaching
- Techniques of evaluation- Oral, Written, Portfolio, Self-Evaluation; Peer evaluation; Group Evaluation in History Teaching. Objective type, Short answer type and Long answer type question.
- Meaning, concept and construction of Achievement test, Blueprint: Meaning, need and construction.
- Formative and Summative Evaluation, diagnostic test and Remedial teaching, Comprehensive and Continuous Evaluation in History Teaching.

#### Practicum:

- Preparation of teaching learning Material (TLM)
- Preparation of Action Research plan.
- Preparation of achievement test.
- Prepare a report on excursion to a local historical place.

#### Reference Readings:

- 1) Agrawal, J.C. (1992), Teaching of history a practical approach, Vikash publication Pvt. Ltd. Delhi.
- 2) Ahluvalia, M.M. (1992), Modern India and the contemporary word, Arya book depot, Karolbagh New Delhi.
- 3) Choube, S.B. (2007), History of Indian Education, Agrawal Publication, Agra.
- 4) Jain, M.S. (2004), concise history of modern Rajasthan wishwa prakaashan, New Delhi.
- 5) Kauchar, S.K. (2000), Teaching of history sterling publishers pvt ltd. New Delhi.
- 6) Sareen Tilakra, Indian revolutionary movement (1905-21), sterling publishers Pvt. Ltd. New Delhi.
- 7) Singh, K.C. (1990), Ancient India, Arya Publishing House, Karol bagh, New Delhi.
- 8) Sharma, R.K. (2006), Teaching of history Radha Prakashan Mandir Agra.
- 9) Tyagi, G. (2007), Teaching of history Vinod Pustak Mandir, Agra.
- 10) [WWW.CBSEacadmics.in/curriculum.html](http://WWW.CBSEacadmics.in/curriculum.html)

## Pedagogy of Civics

Code: B.Ed.- 116	L	T	P	Credits	Total Marks: 100
	3	1	0	4	

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Understand matters of both content and pedagogy in the teaching of Civics.
- 2) Define Civics and explain its relative position in the Syllabus.
- 3) Understand the aims and objectives of teaching of Civics.
- 4) Prepare unit plans and Lesson plans for different classes.
- 5) Critically evaluate the existing school syllabus of Civics Teaching.
- 6) Review the Text-book of Civics.
- 7) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 8) Prepare, select and utilize different teaching aids.

#### UNIT- I

- Meaning, Concept, Needs of Civics teaching. Nature and scope of Civics teaching.
- Historical development of Civics as a discipline. Importance of Civics in the context of National

Integration and International understanding.

- General Aims and objectives of Civics Teaching at different stages of school. Blooms's Taxonomy, Writing objectives in behavioural terms.
- Importance of Civics in school curriculum. Correlation of Civics with other School Subjects –Social Science Geography, Economics, History.

## UNIT- II

- The Curriculum of Civics; its scope and adequacy and evaluation, principles of curriculum construction.
- Pedagogical approaches for Civics teaching at different stages of school, Lecture, Project, Problem solving, Role plays, Discussion and supervised study method.
- Techniques of questioning & Interview, Excursion and team teaching as a method.
- Developing civic sense: National Day's celebration, Constitutional vision of democratic India & Fundamental duties.

## UNIT- III

- Classification and Importance of audio visual Aids, use of audio visual aids in teaching Civics at Junior and Senior stages.
- Use of ICT and teaching- learning experiences in Civics teaching –Video clips, Power point presentation etc.
- Teaching-learning material- chief characteristics allied reading material, different types of supplementary materials- atlas, political maps (world, Asia, states, districts) Globe, daily news paper, news magazine proceedings of Parliament & Legislative Assembly.
- Qualities, role and responsibilities of a good Civics teacher. Reflective & Innovative practices in professional development of Civics Teachers.

## UNIT- IV

- Importance of text books and best use of textbooks in teaching of civics. Characteristics of good textbooks. Use of library.
- Micro teaching Skills: Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black- Writing etc.
- Lesson planning in civics teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in civics teaching.

## UNIT- V

- Measurement and evaluation in Civics, construction of objective based items in civics.
- Characteristics of assessment in civics, types of questions best suited for examining/ assessing aspect of civics, questions for testing quantitative skills, questions for testing qualitative Analyse; open-ended questions, objective type, short answer type and long answer type question.
- Formative and summative evaluation, Continuous and Comprehensive Evaluation, diagnostic test and remedial Teaching (CCE) in Civics teaching.
- Meaning, concept and construction of Achievement test. Blueprint: Meaning, concept, need and construction.

## Practicum:

- Preparation of teaching learning material (TLM),
- Preparation of Action Research plan.
- Preparation of achievement test.
- Prepare a report on Secularism, Democracy & Socialism with the help of news papers cutting.

## References Readings-

1. Aggarwal, J.C.; Teaching of Political Science and Civics. New Delhi: Vikas Publication.
2. Chopra, J.K. (2005), Teaching of Political Science. Commonwealth Publishers, New Delhi.
3. Preston, Ralph C. (1959), Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
4. Sahu, B.K. (2007), Teaching of Social Studies. New Delhi; Kalyani Publishers.
5. Shaida, B.D. (1962), Teaching of Political Science. Jalandhar: Panjab Kitab Ghar.
6. Syed, M.H. (2004), Modern Teaching of Civics/ Political Science. New Delhi: Anmol Publications Pvt.Ltd
7. सिंह, योगेश कुमार (2010) नागरिक शास्त्र शिक्षण: एस.एन. नागिया प्रकाशन
8. मिश्रा महेन्द्र (2008) नागरिक शास्त्र शिक्षण यूनिवर्सिटी, बुक हॉउस



9. बधलो हतेसिंह व्यास हरीशचन्द्र (2010) नागरिक शास्त्र शिक्षण, एस.बी. नांगिया
10. सोफिया, शुक्ला, व भाटिया (2006) शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग

## Pedagogy of Geography

Code: B.Ed.- 117	L	T	P	Credits	Total Marks: 100
	3	0	1	4	

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- 1) Understand the nature of Geography.
- 2) Understand matters of both content and pedagogy in the teaching of Geography.
- 3) Define Geography and explain its relative position in the Syllabus.
- 4) Understand the aims and objectives of teaching of Geography.
- 5) Prepare Lesson plans for different classes.
- 6) Critically evaluate the existing school syllabus of Geography Teaching.
- 7) Review the Text-book of Geography.
- 8) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 9) Prepare, select and utilize different Local resources as teaching aids.

### UNIT- I

- Meaning, Concept, Needs of Geography teaching. Nature and scope of Geography teaching.
- Historical development of Geography as a discipline. Human geography and its importance.
- The modern concept of Geography for national and international understanding.
- Significance of Geography in the modern school curriculum; Correlation of Geography with other School Subjects –Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences
- General Aims and objectives of Geography Teaching at different stages of school. Bloom's Taxonomy, Writing objectives in behavioural terms.

### UNIT- II

- The syllabus of Geography, its scope, adequacy and evaluation, principles of curriculum construction.
- Geography and social issues- Preservation of Environment, disaster management and saving fast depleting natural resources (Water, Minerals, Fossil fuels, Forest, & glaciers etc).
- Pedagogical approaches, 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 Excursion as a method. Developing an understanding of Local, National & International features of Geography.

### UNIT- III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching Geography at junior and senior stages.
- Use of ICT and teaching -learning experiences in Geography teaching –Video clips, Power point presentation etc.
- Geography Laboratory -need, importance and equipments. Resource materials and use of local resources in Geography Teaching.
- Qualities, role and responsibilities of a good Geography teacher. Reflective & Innovative practices in professional development of Geography teachers.

### UNIT- IV

- Importance of text books in teaching of Geography. Characteristics of good textbooks. Use of library.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black- Writing etc.
- Lesson planning in Geography teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Geography teaching.



**UNIT- V**

- Measurement and evaluation in Geography, meaning, purpose, and importance of Evaluation.
- Types of questions for assessing Geography, questions for testing quantitative skills, questions for testing qualitative aspects, open-ended questions. Development of test items objective type, short answer type, essay type in Geography.
- Formative and Summative Evaluation in Geography, diagnostic test and remedial teaching. Continuous and Comprehensive Evaluation (CCE) in Geography teaching.
- Meaning, concept and construction of Achievement test, Blueprint: Meaning, concept, need and construction.

**Practicum:**

- Preparation of teaching learning material (TLM),
- Preparation of Action Research plan.
- Preparation of achievement test.
- Compile articles from Newspapers, Magazines, and Internet on Geographical Natural events and prepare report.

**Reference Readings-**

- 1) वर्मा, एल.एन. (2009), 'भूगोल शिक्षण: सैद्धान्तिक एवं प्रायोगिक', राजस्थान हिन्दी ग्रन्थ अकादमी प्लाट न.1, झालाना सांस्थानिक क्षेत्र, जयपुर।
- 2) सिंह, एच.एन. (2008), 'भूगोल शिक्षण: विनोद पुस्तक मंदिर डॉ. रागेय राधव मार्ग, आगरा।
- 3) वर्मा, जगदीश प्रसाद (2008-09), 'भूगोल अध्यापन', अग्रवाल पब्लिकेशन्स, ज्याति ब्लॉक, संजय प्लेस आगरा।
- 4) सिंह, हरपाल (2008), 'भूगोल शिक्षण के आयाम' राधा प्रकाशन मन्दिर,, आगरा।
- 5) यादव, प्रो. हीरालाल (2000), 'प्रयोगात्मक भूगोल के आधार' राधा पब्लिकेशन्स, अंसारी रोड, दरियागंज, नई दिल्ली।
- 6) गोयल, मंजू (2007), 'भूगोल शिक्षण', विजय प्रकाशन मन्दिर सी.के. सुडिया, वाराणसी
- 7) Shaيدا, B.D. (2009), Teaching of Geography, Dhanpat Rai Publishing Company P.Ltd. New Delhi.
- 8) Siddaiqui, Mujibul Hasan (2007), Teaching of Geography, A.P.H. Publishing Corp; New Delhi.
- 9) G. Indira, A Jahitha Begum (2009), Teaching of Geography, S.B. Nangia, A.P.H. Corporation, New Delhi.
- 10) Barnard, H.C. (1953), Principles and practice of Geography Teaching, London University, Tutorial Press, CBSE Books 6 to 12 Geography book (NCERT)
- 11) Kual, A.K. (1983), Why and How of Geography Teaching, Ambanu, publication, Srinagar.
- 12) Machee, Teaching of Geography, Oxford University, Press Bombay.
- 13) Monk House F.J.-Maps and Diagrams -Source book for Teaching of Geography, UNESCO publication.
- 14) Verma O.P. and Vedanayagan E.G. (1987), Geography teaching, sterling Publishers, New Delhi, 3<sup>rd</sup> Ed.

## Pedagogy of Economics

Code: B.Ed.- 118	L	T	P	Credits	Total Marks: 100
	3	1	0	4	

**Learning Outcomes:** After completion of the course, student-teachers will be able to-

- 1) Understand the aims and objectives of teaching Economics.
- 2) Define Economics and explain its relative position in the Syllabus.
- 3) Develop an understanding of the nature of Economics.
- 4) Understand content and pedagogy in teaching of Economics.
- 5) Prepare Lesson plans for different classes in Economics.
- 6) Critically evaluate the existing school syllabus of Economics Teaching.
- 7) Review the Text-book of Economics.
- 8) Prepare, select and utilize different teaching aids.
- 9) Understand the concept of multiple assessment techniques.

**UNIT- I**

- Meaning, definition and needs of Economics teaching (Wealth, Welfare, Security and Growth centred definitions), nature and scope of Economic Teaching.
- Historical development of Economics as a discipline. Understanding the Global Economy.
- Correlation of economics to other subjects, Significance of Economics in the modern school curriculum.
- General Aims & objectives of Economic Teaching at different stages of school. Blooms's Taxonomy, Writing objectives in behavioural terms.

## UNIT- II

- Curriculum of Economics -Principles of curriculum construction & methods of organisation of the subject matter in Economics.
- Pedagogical approaches: Text book method, lecture method, laboratory, project, Questioning, problem solving, inductive and deductive for teaching of Economics at different stages of school.
- Socialized methods: Discussion, Workshop) for teaching of Economics at different stages of school.
- Techniques of Economics teaching- question-answer, illustration, observation, Examination, assignments and drill.

## UNIT- III

- Text books in Economics teaching- Importance of text books, basic principles of selection of textbooks.
- Teaching aids- Importance of teaching aids in Economics teaching, different kinds of teaching aids, audio, visual & audio-visual aids.
- Use of ICT and teaching - learning experiences in Economics teaching –video clips, power point presentation etc.
- Designing and importance of economic laboratory.

## UNIT- IV

- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.
- Lesson planning in economics teaching- meaning, need, steps and aims of lesson planning, different approaches of lesson planning in economics teaching. Preparation of lesson plan on various topics.
- Characteristics, role and responsibilities of a good Economics teacher. Reflective & Innovative practices in professional development of Economics teachers.
- Concept of Action Research, its development and importance in Economics teaching.

## UNIT- V

- Evaluation in Economics- meaning, purpose and importance of evaluation.
- Techniques of evaluation- oral, written, Essay type, short answer type and objective type steps of evaluation process.
- Formative and Summative Evaluation, diagnostic test and remedial teaching, Continuous and comprehensive evaluation in Economics teaching.
- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.

## Practicum:

- Preparation of teaching learning material (TLM)
- Preparation of Action Research plan.
- Preparation of achievement test.
- Compile articles from newspapers, magazines and the internet on demonetisation and prepare report.

## References Readings-

1. Aggarwal J.C. (2007), Teaching of Economics; A Practical Approach, Vinod Pustak Mandir, Agra.
2. Gupta, Rainu, saxsena, R.G. (2003) Teaching of Economics Jagdamba Book Centra, New Delhi.
3. झा, कृष्णा नन्द (2010), अर्थशास्त्र शिक्षण ए.पी.एच पब्लिशिंग कारपोरेशन दरियागंज नई दिल्ली।
4. त्यागी, गुरसरनदास (2011), अर्थशास्त्र शिक्षण अग्रवाल पब्लिकेशन्स आगरा।
5. महन्ता, एस.के. नवीनतम संस्करण अर्थशास्त्र शिक्षण के आधार राधा प्रकाशन मन्दिर आगरा।
6. टाक. प्रो. सुलेमान, करीम अब्दुल (2005), अर्थशास्त्र शिक्षण, जैन प्रकाशन मंदिर चौड़ा रास्ता जयपुर।
7. सिंह, योगेश कुमार (2008), अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कॉरपोरेशन दरियागंज नई दिल्ली।
8. सिंह, रामपाल (1999), अर्थशास्त्र शिक्षण आर.लाल. बुक डिपो मेरठ।

## Pedagogy of Commerce

Code:	L	T	P	Credits	Total Marks:
B.Ed.- 119	3	1	0	4	100

**Learning Outcomes:** Student-teachers will be able to-

- 1) Develop an understanding of the nature of Commerce.
- 2) Understand matters of both content and pedagogy in the teaching of Commerce.
- 3) Define Commerce and explain its relative position in the Syllabus.
- 4) Understand the aims and objectives of teaching of Commerce.
- 5) Prepare Lesson plans for different classes.
- 6) Develop knowledge about the basic principles governing construction of Commerce Curriculum.
- 7) Critically evaluate the existing school syllabus of Commerce Teaching.
- 8) Review the Text-book of Commerce.
- 9) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 10) Prepare, select and utilize different teaching aids.

### UNIT- I

- Meaning, Concept, Needs of Commerce teaching. Nature and scope of Commerce teaching.
- Commerce as a separate subject in school curriculum and fundamental principles of Commerce course.
- Significance of Commerce in the modern school curriculum, modern approach towards the teaching of Commerce for economic and socio-economic development and international understanding in terms of Globalization.
- General Aims and objective of Commerce teaching at different stages of school. Bloom's Taxonomy, Writing objective in behavioural terms.

### UNIT- II

- The syllabus of Commerce, its scope, adequacy and evaluation, principles of curriculum construction.
- Approaches of organizing commerce curriculum & Explanation of local resources in teaching of Commerce.
- Pedagogical approaches, Methods and devices of teaching Commerce at secondary and senior secondary level- Lecture-cum Demonstration, Project, Problem Solving, Dramatization, Discussion method, Field Trips.
- Enrichment content -social responsibilities of business, consumer awareness, E-Commerce and E- Business. Teaching of current events in Commerce.

### UNIT- III

- Classification and Importance of Audio Visual Aids, used in teaching Commerce. Commerce room- Need, Importance and Equipments.
- Use of ICT and teaching- learning experiences in Commerce teaching –Video Clips, Power point presentation etc.
- Organisation of an effective programme of teaching of Commerce- organisation of teaching learning Material at Junior and Senior stages.
- Qualities, role and responsibilities of a good Commerce teacher. Reflective & Innovative practices in professional development of Commerce teachers.

### UNIT- IV

- Importance of text books in teaching of Commerce, Characteristics of good textbooks, Use of library.
- Micro teaching Skills- Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black- Writing etc.
- Lesson planning in Commerce teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Commerce teaching.

### UNIT- V

- Evaluation in Commerce: Meaning, Purpose and Importance.
- Types of questions for assessing Commerce, Development of test items objective type, short answer, essay type.
- Techniques of Evaluation- Oral, Written, Portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation in Commerce Teaching

- Formative and Summative Evaluation in Commerce, Continuous and Comprehensive Evaluation (CCE) in Commerce teaching.
- Meaning, concept and construction of Achievement tests. Blue print: Meaning, concept, need and construction.

### Practicum:

- Preparation of teaching Learning Material (TLM),
- Preparation of Action Research plan.
- Preparation of achievement test.
- Prepare a report on Financial Sources of Rural Women.

### Reference Readings-

1. Aggarwal, J. C.: Teaching of Commerce.
2. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
3. Roo, Seema (1995), Teaching of commerce, Anmol publication Pvt.Ltd.,
4. Singh, I.B. (1968), Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra.
5. Bhorali Devadas (1988), Commerce Education in India. D.K. Publishers Distributors (P) Ltd., New Delhi.
6. सिंह, रामपाल (2005), वाणिज्य शिक्षण, अग्रवाल पब्लिकेशन मेरठ।
7. शर्मा, बी.एल., (2006), वाणिज्य शिक्षक, आर.एल. बुक डिपो मेरठ।
8. मितल, डी.डी. जैन आर.सी. (1995), वाणिज्य के मूल तत्व, आर्य बुक डिपो नई दिल्ली।
9. ब्रज किशोर (1983), वाणिज्य की आधुनिक रूपरेखा, आर्य बुक डिपो नई दिल्ली।
10. शर्मा, योगेश कुमार (2010), बही खाता शिक्षक, अग्रवाल पब्लिकेशन आगरा।
11. चौपड़ा, आर.एल अग्रवाल, ए.एम., (2014), वाणिज्य शिक्षण, स्वाति पब्लिकेशन, जयपुर।

## Pedagogy of Arts

Code: B.Ed.- 120	L	T	P	Credits	Total Marks:
	3	0	1	4	100

### Learning Outcomes: Student-teachers will be able to-

- 1) Understand the nature of Art as a discipline.
- 2) Understanding basics of different Art forms.
- 3) Understand matters of both content and pedagogy in the teaching of Art.
- 4) Enhance artistic and aesthetic sensibility among learners.
- 5) Define Art and explain its relative position in the Syllabus.
- 6) Understand the aims and objectives of teaching of Arts
- 7) Prepare Lesson plans for different classes.
- 8) Critically evaluate the existing school syllabus of Art Teaching.
- 9) Review the Text-books and other materials of Art.
- 10) Apply appropriate methods and techniques of teaching particular topics at different levels.
- 11) Prepare, select and utilize different teaching aids.

### UNIT- I

- Meaning, Concept, Needs of Art teaching.
- Nature and scope of Art teaching. Significance of Art in the modern school curriculum.
- Indian contemporary art and artists and visual art for national and international understanding.
- Classifications of art Visual, Performing and Literary arts, Classical, Traditional and Folk art.
- General Aims and objective of Art teaching at different stages of school. Bloom's Taxonomy, Writing objective in behavioural terms.

### UNIT- II

- The syllabus of art, its scope, adequacy and evaluation, principles of curriculum construction.
- Meaning and Etymology of word Art (Indian and Western context) various forms of Visual Art: Art of Painting; Sculpture; and Architecture; Concept of Art or Aesthetics (Indian and Western context). The modern concept of Art (Indian Craft Tradition).
- Pedagogical approaches, Methods and devices of teaching art at secondary and senior secondary level- Traditional method of teaching Art: Copy and Dictated, Method of Free-Expression, Method of Assigned topic, Demonstration method, Media Method.

- Principles of classroom teaching of Art, Innovative Practices in Teaching Art, Constructivist Approach and Group Teaching.

### UNIT- III

- Classification and Importance of Audio Visual Aids, use of Audio Visual Aids in teaching Art.
- Use of ICT and teaching -learning experiences in Art teaching –Video Clips, Power Point presentation, etc. and using Natural Resources, Multimedia-selection in Art.
- Arts Lab -Need, Importance and Equipments, Identification and use of learning resources in Artexploring alternative sources.
- Qualities, role and responsibilities of a good Art teacher, Reflective & Innovative practices in professional development of Art teachers.

### UNIT-IV

- Importance of text books in teaching of Art. Characteristics of good textbooks. Use of library.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.
- Lesson planning in Art teaching- meaning, need, steps and aims of lesson planning. Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Art teaching.

### UNIT-V

- Measurement and evaluation in Art, meaning, purpose and importance of Evaluation. Types of questions for assessing Art, Development of test items Objective Type, Short Answer Type, Essay type.
- Progress assessment of development of art activities through Self evaluation, Peer assessment, Group evaluation, Criteria-based checklist, Self-reflection, Respond to the work of others, Portfolio. Evidence of learning art works, performances, presentations, photographs, videos etc.
- Formative and Summative Evaluation in art, Continuous and Comprehensive Evaluation (CCE) in art teaching.
- Meaning, concept and construction of Achievement tests. Blue-print: Meaning, concept, need and construction.

### Practicum:

- Preparation of teaching learning material (TLM),
- Preparation of Action Research plan.
- Preparation of Achievement test, and Prepare a portfolio (Creative Arts)

### Reference Readings-

1. Arya Jaides: Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
2. George Conard (1964), The process of Art Education in the elementary school Practice Hall, inc. England, Cliets No.- 1.
3. Ruth Dunneth (1945), Art and child Personality, Methuen and Co. Ltd. London.
4. Kiya Shikshak: Vol. No.- 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.
6. जयदेव आर्य : कला अध्यापन, लक्ष्मी नारायण अग्रवाल, आगरा।
7. यशवन्ती गौड़ : कला शिक्षा शिक्षण।
8. कुसुम शर्मा : कला शिक्षा।
9. राम चन्द्रा शुक्ल: कला का दर्शन; कॉरोना आर्ट पब्लिशर्स, जिमखाना, मेरठ उ.प्र.।
10. राम चन्द्रा शुक्ल: 'नवीन भारतीय चित्रकला शिक्षण; किताब महल प्रा.लि. इलाहबाद।
11. राय कृष्णदास: 'भारत की चित्रकला'; भारती भण्डार, लीडर प्रेस, इलाहबाद।
12. अविनाश बहादुर वर्मा: भारतीय चित्रकला का इतिहास, प्रकाशन बुक डिपो, बरेली।
13. कुमारिल स्वामी ई. 'भारतीय चित्रकला और कलाकार'; प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय भारत सरकार, पटियाला हयाला हॉउस, नई दिल्ली।
14. डॉ. शिवकुमार शर्मा एवं डॉ. रामावतार अग्रवाल: 'रूपप्रद कला के मूलाधार' लायल बुक डिपो, निकट गवर्नमेण्ट कॉलेज मेरठ।
15. 'भारतीय चित्रकला का आलोचनात्मक इतिहास' ललित कला प्रकाशन 27-ए, साकेत कॉलानी, अलीगढ़।

## Course- 14: (EPC- 1) Reading and Reflecting on Texts

Code: B.Ed.- 112	L	T	P	Credits	Total Marks:
	1	0	1	2	

**Learning outcomes:** After completion of the course, the student-teachers will be able to-

- 1) Develop their reading and writing capacity as a reader, riter and thinkers
- 2) Read and analyze a wide variety of texts structures.
- 3) Write efficiently with a sense of purpose and field notes
- 4) Respond to a text and Develop reflective skills
- 5) Combine reading and writing skills and Content analysis,

### Activities:

- Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, studies about schools, teaching- learning and about different peoples experiences of all of these).
- Narrative texts, expository texts from diverse sources, including autobiographies, narratives, field notes, ethnographies, etc. Pupil teachers will also observe and reflect on the activities of peer group.
- Writing efficiently, Writing with a sense of purpose and audience, responding to a text with one's own opinions or writing with in the context of others ideas.
- Combining reading and writing skills, reflective skills, Content analysis, writing field notes.
- **Activity I:** Relating an Experience: Students will write about something they have experienced (historical, policy perspectives, teaching and learning etc.)
- **Activity II:** Predicting: Students will preview the text put text aside and write down what they think about the text. Teacher educator will help students to compare and discuss predictions in the classroom.
- **Activity III:** Split-Page Notes: Students will read the texts; highlight their selections of text; divide a piece of paper into two columns and write the main ideas they found in the text on the left side of the paper and the details on the right side. Compare, revise and clarify the selected text within small groups.
- **Activity IV:** Plus-Minus-Interesting: Students will draw a table with three columns and to label the columns plus, minus and Interesting. After reading text, students will write it into one of the three columns. What they see as being positive, write in the Plus column; write negative points in the Minus column; and interesting points in the last column marked Interesting. Activity will be followed by group discussion
- **Activity V:** Retelling: Students will review the text; select key words; recall; retell and reconstruct through oral and written presentation
- Read minimum five books and write their reflection.

### Practical:

Review of the text, select key words and rewrite the content.

S.No.	Types of Text	Marks
1.	Review of Empirical text/ Policy documents	10
2.	Creative Acadmic writing / Contant Analysis	10
3.	Historical Work/ Ethnographic texts,	5
4.	Writing of Summery/ Autobiography	5
5.	Evaluation of Reports and Viva-Voce	20
<b>Total</b>		<b>50</b>

### Reference Readings:

- 1) Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- 2) Write to be Read Teacher's Manual: Reading, Reflection, and Writing, William R.Smalzer, Cambridge University Press.
- 3) Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt, Wiley Publishers
- 4) Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo, Information age Publication.
- 5) Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener, CinageLearning.



- 6) Reflecting on Literacy in Education, Peter Hannon, Routledge, Publication.  
 7) Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane West berg Ph.D. Hilliard Jason MD, Springer Publications.

## Course- 15: (EPC- 2) Drama and Art in Education

Code: B.Ed.- 113	L	T	P	Credits	Total Marks:
	1	-	1	2	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

- 1) Learn role of Drama in Education and Experience collectively.
- 2) Feel empathy and relate with the other. & perform drama for social change.
- 3) Understand self and as a form of self expression for enhancing creativity.
- 4) Develop Aesthetic Sensibility and use of art in teaching-learning.
- 5) Organize Cultural festivals for Aesthetic Sensibilities.
- 6) Enhance awareness of the rich cultural heritage, artists and artisans

### Activities

- Performing Drama to enhance awareness through multiple perspectives, to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education should not be merely doing theatrics or “Acting” in a superficial manner, but should perform for creating the “dramatic pressure” or tension, where the student would arrive at a problem or an understanding in a new way. Drama as “critical pedagogy” should move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.
- Identification of different performing art forms and artists (dance, music, theatre, puppetry, etc.)
- Experiencing different kinds of street theatre that engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action based on experience, emotion and interpretation. It should help in understanding the self and as a form of self-expression for enhancing creativity.
- Different forms of visual presentations and their artistic features (drawings, paintings, portraits, photography, graphic designs, cartoons, illustrations, origami, clay modeling, printmaking, etc.)
- Visit to places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media.
- Experimentation with different materials of visual art, such as pastel/poster colors, pen and ink, Rangoli materials, clay, photographs, cartoons, clipart, etc.
- Exploration and experimentation with different methods of visual arts like painting, printing, sketching, photography, collage making, clay modelling, origami, etc.
- Experiences on expanding perceiving art world, their artistic processes, sense of understanding and ways of assessing the work. Activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

### Practicum:

S.No.	Types of Text	Marks
1.	Visit to the places / Watch movies or other media of Educational significance of Local culture and Art and prepare report & Report of cultural festivals	10
2.	Any Three visual art, such as pastel/poster colors, pen and ink, Rangoli materials, clay, photographs, cartoons, clipart, painting, printing, sketching, photography, collage making, clay modelling, origami, etc.	15
3.	Write a Script /dialogue & Organise a Drama for Educational purpose	15
4.	Viva – Voce	10
<b>Total Marks</b>		<b>50</b>



## Course- 16: School Internship- I

<b>Code: B.Ed.- 114</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Total Marks: 200</b>
	<b>2</b>	<b>1</b>	<b>5</b>	<b>8</b>	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

- Observe children and the teaching learning process in a systematic manner.
- Learn to relate to and communicate with children.
- Learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills.
- Evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- Develop a repertoire of resources which can be used by the intern later in his/her teaching –textbooks, children's literature, activities and games, planning excursions.
- Reflect critically on practice by visiting a learning centre.

### School Experience Details during Internship I:

This should include an initial phase of two weeks for observing a regular classroom with a regular teacher and would also include teacher observations. Before teaching in a classroom, the student teachers will observe the school-

- During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning Environments and classroom management.
- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/ units of pedagogic courses in the first and second year as specified.

its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching–learning. A scout guide camp can be organized in the institution or cub bulbul programme in the school by the pupil teachers.

S. No.	Types of Text	Marks: 200	
		Internal	External
1.	Micro-teaching	10+10	
2.	Preparation of two Lesson plans & Teaching both school teaching Subjects	10+10	20+20
3.	TLMs (Self Improvised teaching materials)	10+10	10+10
4.	Observation of Subject teacher		10+10
5.	Report on School plant		20
6.	Reports on School records (Admission, Attendance & Progress report)		20
7.	Reports on schemes of Govt. Implemented in the School		10
8.	Organization of Scout guide camp/exhibition/fete		10
<b>Total</b>		<b>60</b>	<b>140</b>

# Curriculum

UTTARANCHAL COLLEGE OF EDUCATION

**Bachelor of Education  
Two Years Programme  
Annual System**



**(B.Ed. Second Year)**  
Revised on (2023-25)

**Department of Education  
RAS BIHARI BOSE SUBHARTI UNIVERSITY,  
DEHERADUN (UK)- 248007**

## SYLLABUS AND COURSE STRUCTURE

### B.Ed. Second Year: July to June including Examination

Paper Code	Name of Course	External Summative	Internal Formative	Total Marks	Credits
		University ETE	File/ Project		
<b>B.Ed. 201</b>	Course- 8: Language across the Curriculum	70	30	100	4
<b>B.Ed. 202</b>	Course- 9: Gender, School and Society	70	30	100	4
<b>B.Ed. 203</b>	Course- 10 : Creating an Inclusive School	70	30	100	4
<b>B.Ed. 204</b>	Course- 11: Education for sustainable development	70	30	100	4
<b>B.Ed. 205</b>	Course- 12 : Assessment for Learning	70	30	100	4
<b>B.Ed. 206 to 210</b>	Course- 13: <b>Optional Course (choose any one)</b>				
	<b>B.Ed. 206</b> Education for Vocation/work experience	70	30	100	4
	<b>B.Ed. 207</b> Health and Physical Education	70	30	100	4
	<b>B.Ed. 208</b> Education for Peace	70	30	100	4
	<b>B.Ed. 209</b> Guidance and Counselling	70	30	100	4
	<b>B.Ed. 210</b> Extension Education	70	30	100	4
	<b>B.Ed. 211</b> Value Education	70	30	100	4
<b>B.Ed.- 212</b>	Course- 17: EPC- 3 Critical Understanding of ICT	35	15	50	2
<b>B.Ed.- 213</b>	Course- 18: EPC- 4 Understanding the Self	35	15	50	2
<b>B.Ed.- 214</b>	Course- 19: School Internship- II	210	90	300	12
<b>Total Marks</b>		<b>700</b>	<b>300</b>	<b>1000</b>	<b>42</b>
Tutorials, Seminar, Activities, community work, Educational Tour, Scout guide camp and workshop/ Seminar for ESD etc will be the integral part of the curriculum.					

**Note:-** Six days should be allocated for working of Teacher Education Programme.

### Course- 8: Language Across the Curriculum

Code: B.Ed.- 201	L	T	P	Credits	Total Marks:
	3	1	1	4	

#### Learning outcome:

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

- 1) Understand the language background of the students.
- 2) Create sensitivity to the language diversity in the classroom.
- 3) Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- 4) Understand the nature of reading comprehension and writing in specific content areas.
- 5) Explain the Nature of expository texts and narrative texts.
- 6) Describe journals and Communication.
- 7) Understand writing with a sense of purpose, writing to learn and understand.

#### UNIT-I

- Language: Meaning, nature and linguistic principles,
- Functions of language: Communicative functions of language & its basic assumptions, Learning language and learning through language
- Use of first and second language in teaching the subject, Language policies- Multilingual education and Three Language Formula, creating sensitivity to the language diversity.

#### UNIT-II

- Development of Listening Skill: Characteristics of good listening material, Different kind of listening materials and activities.
- Role of mother tongue, Techniques of learning Speaking skills-conversational/ oral skills, Importance of group work in developing oral work and role of teacher.
- Development of Speaking skill: Need and objectives of developing speaking skills

#### UNIT-III

- Development of Reading skill: Meaning, need and importance of developing reading skill.

- Reading mechanics and process of reading. Stages of reading, types of reading, reading problems of learners.
- Development of Writing skill: Types of writing skill & writing scripts Importance and need of developing writing skill,
- Characteristics of good handwriting and techniques of improving handwriting.

#### UNIT-IV

- Nature of classroom discourse- using oral language in the classroom.
- First and Second Language, Importance of language laboratory in schools
- Learning process in the subject area, Language laboratory.
- Discussion as a medium for learning,
- Nature of questioning– types of questions and teacher control.

#### Unit-V

- Report writing, its significance and procedure
- Evaluation of textbook for content selection, Expository writing,
- Journal its meaning and writing. Importance for school/ pupil teacher.
- Communication: meaning, types and importance.

#### Practicum:

- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students and present a report in the class.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.
- Prepare a report on Expository writing on any topic.
- Conduction of a workshop on writing an article for magazine, journal and book.

#### Reference Readings-

1. Agnihotri, R.K. (1995), Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984), Role of the Reader's Schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989), Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
4. Grellet, F. (1981), Developing Reading Skills: A practical Guide to reading comprehension exercises. Cambridge University Press.
5. NCERT. (2006), Position Paper. National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
6. Thwaite, A. & Rivalland, J. (2009), How can analysis of classroom Talks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38

### Course- 9: Gender, School and Society

Code: B.Ed.- 202	L	T	P	Credits	Total Marks:
	2	1	1	4	100

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

1. Understand the concept of Gender and gendered roles in society.
2. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
3. Respond Gender and sexuality, Sexual harassment and abuse and Safety at school & home.
4. Explain Gender identity roles, development of positive notions of body and self.
5. Describe the Role of media in gendered roles.
6. Reflect on the issues and strategies of Empowerment of Women.

#### Unit- I

- Concept of Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism– in cross cultural perspectives.

- Gender Biasness, Gender Stereotyping and Empowerment.
- Human Right and Empowerment of women.
- Equity and Equality in relation with Family, Caste, Religion, Culture, the Media and Popular culture (Films, Advertisements, Songs etc.), law and the state.

## Unit- II

- Gender Inequality in School: School Curriculum, Text book, Classroom processes, Peer Groups and Student-Teacher interaction
- Strategies for change: Policy and management in the school
- Teacher as an agent of change in gender equalities.
- Participation of women in planning and decision making.

## Unit- III

- Development of positive notions of body and self.
- Theories on Gender and Education: In Indian Context- Socialisation theory.
- Gender difference theory.
- Structural theory
- Deconstructive theory.

## Unit- IV

- Representation of Gendered Roles.
- Relationships and idea in textbooks and in Curricula.
- Linkage and differences between reproductive rights and sexual rights.
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

## Unit- V

- Identification and verbalization of addressing Sexual harassment and Abuse in family, neighbourhood and other formal and informal institutions.
- Agencies perpetuating violence: Family, School, Work place and Media (print and Electronic).
- Safety at school, home and other place.
- Combating the dominant societal outlook of objectification of the female body.

## Practicum-

- Identification of specific areas related to gender inequality.
- Conduct a survey on prevailing attitude of community and give suggestions.
- Curriculum framework since in dependence: An analysis for Gender issues.
- Overview of girl education in India with special reference to Uttarakhand.
- Conduct a project on gender empowerment.

## Reference Readings-

1. Deng, Z. (2013), School subjects and Academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum Syllabus design and Equity: A primer and model. Routledge.
2. GOI. (1966), Report of the Education commission: Education and national development. New Delhi: ministry of Education.
3. GOI (1986), National policy of education.
4. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
5. Gupta, M.M. (2018) Gender, School and Society, R.Lal Book Depot, Meerut
6. Menon, N. (2012), Seeing like a feminist. India: Penguin.
7. Nirantar. (2010), textbook regimes: A feminist critique of Nation and Identity, New Delhi
8. A. Banon. Robert (2010), Social psychology, Pearson Education, New Delhi.
9. Mathur S. (2008), Sociological foundation of Education, Kavita Prakashan, Jaipur.
10. Sidhu Ramindra, (2009), Sociology of Education, Shri Sai Printographers, New Delhi.
11. Nath Pramanik Rathindra, (2006), Gender Equality and Women's Empowerment, Abhijeet Publication, Delhi.
12. Malik, C.D. (2008), Social and political thought B.R. Ambedkar, Arise Publishers, New Delhi.
13. Naik, S.C. (2005), Society and Environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi.

## Course- 10: Creating an Inclusive School

Code: B.Ed.- 203	L	T	P	Credits	Total Marks:
	2	1	1	4	100

### Learning Outcomes:

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

1. Understand benefits of inclusion and meaning & significance of Inclusive Education.
2. Understand Disability and identify the barriers to learning.
3. Understand the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
4. Understand cooperative learning strategies in the classroom.
5. Identify and utilize resources for promoting inclusive practice.

### Unit- I

- Inclusive Education: Definition, concept, needs and importance.
- Historical perspectives on education of children with diverse needs.
- Concept of special education, integrated education and inclusive education.

### Unit- II

- Disability –definition, identification of the barriers to learning and participation.
- Assessment of children to know their profile, responding to special needs by developing strategies for differentiating content.
- Curricular adaptations, lesson planning and TLM responding to special needs.
- Inclusive Education for the Disabled at Secondary School (IEDSS- 2009).

### Unit- III

- Policies and legislations for Inclusive Education and Rehabilitation.
- The National Policy of Education, 1986,
- UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006. RTE Act 2009, Sarva Shiksha Abhiyan.

### Unit- IV

- Qualities of an Inclusive Teacher.
- Teachers' role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education. (Inclusive Teachers preparation).
- Social learning, reflective teaching and multisensory teaching with reference to inclusion.

### Unit-V

- Differentiating Instruction for special school – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self regulated learning.
- Strategies at school for Inclusive education- Remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement.
- Inclusive education through E-learning, web based learning.

### Practicum–

- Report on role of NGO.
- School survey on inclusion.
- Aware parents for identification of disability and prepare a report.

### Reference Readings-

1. Maitra, Krishna (2008), Inclusion Issues and Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi.
2. Ahuja. A, Jangira, N.K. (2002), Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi.
3. Jangira N.K. and Mani, M.N.G. (1990), Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M. (2002), Inclusive Education for All: Schools without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, India.
5. Sharma, P.L. (1990), Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
6. Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.I. E. Mysore.
7. GOI (1986), National policy of education. GOI.



8. Govinda R. (2011), Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
9. UNESCO. (2006), United Nations convention on the rights of persons with disabilities.
10. UNESCO. (2009), Policy guidelines on inclusion in education UNESCO.

## Course- 11: Education for Sustainable Development

Code: B.Ed.- 204	L	T	P	Credits	Total Marks:
	2	1	1	4	100

### Learning Outcomes:

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

1. Comprehend Sustainable Development, its nature and Importance.
2. Understand ESD and its significance for teacher Education.
3. Explain Human resource development and Entrepreneurship Development.
4. Comprehend Life skills and Skill development.
5. Describe Time management, Stress management and Conflict management.
6. Understand contribution of Vivekanand and Gandhi for values.

### Unit-I

- Sustainable Development: concept, need and Importance.
- Scope and nature of sustainable development.
- Human resource development –Meaning, its relationship with Socio-Economic Development and population.
- Economic growth and equitable uses of resources for Sustainable livelihoods.

### Unit- II

- Education for Sustainable Development: Meaning, aspects and significance.
- History and Importance of ESD for teacher education.
- Role of teachers in Food security, Women Empowerment. Role of Women in conservation of Environment.
- Entrepreneurship Development.

### Unit- III

- Life skills & Communication Skill: concept and Significance.
- National Skill Qualification Framework.
- Important Life skills and Skill development.
- Role of Education in promotion of life Skills.

### Unit- IV

- Time Management: Meaning and Importance.
- Stress Management: Conceptual Meaning and its Control in students.
- Conflict management: meaning and importance.
- Disasters & Disaster Management.

### Unit- V

- Soft Skills: meaning and its Development.
- Values: Meaning, types, Need and Significance.
- Role of teacher for development of Values.
- Concept of Well being, Attitude, Aptitude, Interest and Happiness.

### Practicum-

- Conduct a survey and prepare a report on types of prevailing values among the students.
- Prepare a report on types of stress among the students and the management style.
- Write an article on food security.

### Reference Readings-

1. B.E. Wood, S. Cornforth, F. Beals, M. Taylor, R., Tallon, (2016) Sustainability champions? Academic identities and sustainability curricula in higher education. Int. J. Sust. Higher Ed.,
2. M. Green, M. Somerville, (2015) Sustainability education: Researching practice in primary schools. Environ. Educ. Res., 21(6)

3. L.F. Johnston (Ed.) (2013), Higher education for sustainability: Cases, challenges, and opportunities from across the curriculum. Routledge
4. J. Marcus, N.C. Coops, S. Ellis, J. Robinson (2015), Embedding sustainability learning pathways across the university. *Curr. Opin. Env. Sust.*, 16, 7-13
5. UNESCO, Key publication- Education for Sustainable Development (2018). Available at: <https://en.unesco.org/themes/education-sustainable-development/clearinghouse/publications> Accessed March 14, 2019
6. K. Soini, A. Jurgilevich, J. Pietikäinen, K. Korhonen-Kurki (2018), Universities responding to the call for sustainability: A typology of sustainability centres. *J. Clean. Prod.*, 170, 1423-1432
7. G. Tejedor, J. Segalàs, M. Rosas-Casals, (2018) Transdisciplinarity in higher education for sustainability: How discourses are approached in engineering education. *J. Clean. Prod.*, 175, 29-37
8. R. Medrick (2013), A Pedagogy for Sustainability Education. *Journal of Sustainability Education*.

## Course 12: Assessment for Learning

Code: B.Ed.- 205	L	T	P	Credits	Total Marks: 100
	3	1	1	4	

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

- 1) Understand meaning and purpose of assessment and its role.
- 2) Discuss assessment, Evaluation, Test, Examination, Measurement, Continuous and Comprehensive Assessment and grading.
- 3) Comprehend the process of assessment and its tools and techniques.
- 4) Describe the quantitative and qualitative aspects of assessment.
- 5) Understand the purposes of reporting, teacher competencies in Assessment tools, data Analysis, feedback and reporting.
- 6) Psycho-social and political dimensions of Assessment and dynamic assessment processes.
- 7) Understand the critical role of assessment for more confident and creative learners and in enhancing learning.

### Unit- I

- Concept of Assessment, Measurement, & Evaluation
- Approaches of assessment: traditional, constructive, formative and summative, CCE
- New Trends: Open Book Examination, Grading, CGPA (Cumulative Grade Point Average), CBCS (Choice Based Credit System) and grading: Need, importance and process.
- 'Assessment of Learning' and 'Assessment for Learning'

### Unit- II

- Quantitative & Qualitative aspects of Assessment.
- Methods, tools and techniques of Assessing learning.
- Construction of an Achievement Test and Preparation of Blue-Print
- Types of Questions- Objective type, Short answer type and Essay type.

### Unit- III

- Teacher made test and Characteristics of a good test- Validity, Reliability, Objectivity and Practicability
- Kinds of tasks: projects, Assignments, Performance based, Observation, Worksheets, Practical work, seminars, reports, Interview and Self-reporting.
- Kinds of tests, checklist, rating scale, cumulative record, Questionnaire, Inventory, Schedule, Anecdotal record- concept, merits and demerits.

### Unit- IV

- Role and importance of statistics in analysis of the data
- Measure of central tendency –Mean, Median & Mode.
- Measures of Variability and Correlation (Rank order method).
- Graphical representation of data.

### Practicum:

- Construction of Achievement test and blueprint
- Report on experiences of other countries.

- Report on measurement of qualitative aspects.
- Preparation of annual plan for CCE at any stage in a subject

### Reference Readings-

1. अस्थाना, विपिन (2009), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
2. पाल, हंसराज एवं शर्मा, मंजूलता (2009), मापन आंकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
- 3- पाण्डेय, श्रीधर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, फैजाबाद।
- 4- शर्मा ज्योति (2009), शैक्षिक मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
- 5- East, Lorna M. (2010), Assessment as learning, Sage Publications.
- 6- Ecclestone, Kathryn (2010), Transforming Formative Assessment in lifelong learning. McGraw Hall. England.
- 7- Paul, Black (2012), Assessment for learning, McGraw.

## Course- 12A: Optional Courses (Education for Vocational/ Work Experience)

Code: B.Ed.- 206	L	T	P	Credits	Total Marks:
	2	1	1	4	100

### Learning Outcomes:

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

1. Explain the objectives and meaning of vocational education.
2. Differentiate basic education, craft education and work experience.
3. Discuss various policies in relation to vocational education.
4. Describe national skills qualification framework and industry school linkage.
5. Comprehend entrepreneurship and its importance.
6. Discuss new trends and development in vocational education.

### Unit-I

- Vocational education –Meaning, objectives and importance.
- Concept of basic education, craft education and work experience.
- Socially useful productive work (SUPW) and work education.
- Concepts: Education and technical education, Human resources development, skilled manpower, productivity.

### Unit-II

- Developmental history of Vocational education.
- Recommendations of commissions and committees in preandpost independent India for vocational education.
- Policy frame work under national policy on Education.
- National Knowledge Commission (2005-07) and different five years plans.

### Unit-III

- Entrepreneurship– Concept, Characteristics, Importance and Competencies.
- Streams of Vocational Education.
- Progress and present status of Vocational Education.
- New trends and development in Vocational Education.

### Unit-IV

- Vocationalization of Education in school.
- National Skill Qualification Framework (NSQF).
- Strategies for effective implementation of Vocational Education.
- Skill development.

### Unit-V

- Vocational education: Management structure, major issues, problems and challenges.
- Vocational pedagogy.
- Industry school link age its necessity and significance.
- On the Job training.

### Practicum-

- Conduct survey on preferences of students towards various vocations and prepare a report.
- Reflect and report on NSQF.
- Enlistthe prevailing vocationsat secondary level and reflect according to your preference.

## Reference Readings-

1. Banerjee N.P. (1995), Work Experience in General Education, Ambala, Associated Publishers.
2. Education commission (1964-66), Report of Government of India.
3. Kaul M.L. (1983), Gandhian Thoughts of Basic Education; Relevance and Development Journal of Indian Education 8 (5) p.11-16.
4. Mahmood S. (1996), Work Experience, Its Role in Educational Process in Co-Curricular Activities edited by Farooqui S.K. and Ahmad I, New Delhi Jamia Millia Islamic, ND.
5. Position Paper National Focus Group on Work and Education, NCF- 2005, NCERT.
6. Report National Policy on Education- 1986, Govt. of India Government of India.
7. M.K. Gandhi (1927), the story of my experiments with truth, Navjivan Trust.
8. Tarun Rashtriya, Vocational Education (2005), APH Publishing Corporation, New Delhi,
9. Online Resources: <http://www.kkhsou.in/main/education/wardha.html>
10. NCF2005(focusgrouppaperonworkeducation)NCERTpublications,
11. <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
12. <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
13. [http://www.ncert.nic.in/html/pdf/schoolcurriculum/position\\_papers/work&education.pdf](http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&education.pdf)

## Course 13B: Optional Courses (Health and Physical Education)

Code: B.Ed.- 207	L	T	P	Credits	Total Marks:
	2	1	1	4	100

## Learning Outcomes:-

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

1. Reflect on Healthy Mind, Relation of Healthy Mind and Healthy Body.
2. Understand health & physical education and its objectives.
3. Identify opportunities in physical education.
4. Comprehend laws and rules of games.
5. Types and Importance of Yoga.
6. Explain safety measures, first aid, nutrients, balance diet and responsibilities of a teacher.

## Unit- I

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.

## Unit- II

- Hygiene Education: Definition, Aims and Objectives.
- Role of teacher in the development of health and good Hygienic Habits.
- Physical fitness: Meaning & importance, Health and Wellness.
- Sex Education concerns for HIV/ AIDS

## Unit- III

- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Safety measures, basic first Aid.
- Sports Etiquettes, respect for laws and rules of games.

## Unit- IV

- Introduction, Meaning and Mis-concepts about Yoga.
- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga).
- Importance of Yogasanas, Pranayama and Shudhikriya.
- Importance of Meditation in school. Fun with sports.

**Unit- V**

- Physical Education: Concept, definition, Aims and Objectives.
- Need, scope and Importance of Physical Education Programs at different school levels.
- Tournaments -Types inter- house competitions, drawing of fixture and sports meet.
- Athletic meet Meaning, need and importance. Process to organize athletic meet at school level.

**Practicum-**

- Preparation of sports file, dietary chart, first aid box.
- Organise a sports meet and prepare a report.
- Prepare a report on the wellness of students/ teachers.

**Reference Readings-**

1. Atwal & Kansal. (2003), A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
2. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi- 110031.
3. Kamlesh, M.L. & Sangral, M.S. (1986), Methods in Physical Education, Ludhiana: Prakash Brothers.
4. Kangane, Sopan & Sonawane, Sanjeev (2007), Physical Education. Pune: Nirali publication.
5. Kaur, Manjeet (2003), Health and Physical Education, Ludhiana: Tendon Publications.
6. Sharma, Anil P. (2011), Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
7. Sharma, Anil P. & Pandey, Pradeep K. (2010), Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
8. Singh, Ajmer. (2003), Essentials of Physical Education. Ludhiana: Kalyani publishers.
9. Syedentop, Daryl (1994), Introduction to physical education, fitness and sports (2<sup>nd</sup>ed.). London: May field publishing company.
10. Sharma, J .R. Principles of Physical Education.
11. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karaikaudi- 4).
12. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
13. Uppal, A.K. & Gautam, G.P. (2004), Physical Education and Health. Delhi: Friends publisher.
14. Thomas, J.P. Organisation of Physical Education Madras Y.M.C.A.
15. Y.M.C.A. Chennai: Rules of Games and Sports.
16. हरिकिशन शर्मा: विद्यालयी शारीरिक शिक्षा एवं खेल: संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, वैरवाड़ा, नई सड़क दिल्ली।
17. जी.पी. शैरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

**Course 12C: Optional Courses (Education for Peace)**

Code: B.Ed.- 208	L	T	P	Credits	Total Marks: 100
	2	1	1	4	

**Learning Outcomes:**

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

1. Understand peace, its Approaches and Objectives.
2. Explain the Importance of attitudes, beliefs, values and various philosophies of peace.
3. Understand conflicts, Stress management and Empowerment of self.
4. Describe practices and role of teacher for Peace building.
5. Various philosophies of peace.
6. Status of peace education and Integration of Peace Education.

**Unit- I**

- Understanding peace, Meaning and Nature of Peace Education.
- Awareness and challenges in Peace Education.
- Approaches to peace education.
- Aims and Objectives of Peace Education.

**Unit- II**

- Understanding conflicts- Nature of conflict, intrapersonal, interpersonal.
- Organisational, inter state and global conflicts.
- Role of social conditions, processes and resources.
- Stress management and empowerment of self.

**Unit- III**

- Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, and Giju Bhai.
- Role of NGOs in promoting peace education.
- Roles and responsibilities of a teacher in peace building Becoming peace teacher, sensitivity to socio economic conditions.

**Unit- IV**

- Peace building and education, practices in and outside the classroom.
- Practical steps to build Culture of Peace in schools Developing Attitude of Culture of Peace.
- Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability Educating for a Culture of Peace.

**Unit- V**

- Status of peace education in the curriculum and its relevance in present global scenario.
- Integrating Peace Education in Curriculum: Subject context, subject perspectives and Teaching Methods, Co-Curricular activities.
- Integrating Peace Education in Staff development, class- room management, School Management.
- Peace Education: Role of community, school and family in the development of values for Peaceful Co-existence.

**Practicum-**

- Visiting websites on peace education to become familiar with National and International initiatives.
- Visits to organisations related to peace and intercultural harmony and prepare a report.
- Developing an action plan for peace in school and local community.

**Reference Readings-**

1. Adans, D. (Ed). (1997), UNESCO and a Culture of peace, promoting a global movement. Aggarwal, J.C. (2005) Education for values, environment and human rights.
2. New Delhi: Shipra Publication. Chapal, K.K. (1999). Non Violence to Earth and Self in Asian Tradition. New York: William Morrow Publication.
3. Chadha, S.C. (2008), Education value & value education. Meerut: R. Lall Books Depot. Chand, J. (2007). Value education. Delhi: Anshah Publishing House. Civilization. London: SAGE Publications, 1996.
4. Diwaar, R.R., & Agarwal, M. (Ed). (1984), Peace education. New Delhi: Gandhi peace foundation.
5. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
6. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication. Khan, Wahiduddin (2003). Ideology of Peace, Goodword, New Delhi.
7. Kumar, M.(Ed). (1994), Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
8. Morrison, M.L. (2003), Peace Education. Australia: Mc Farland.
9. Passi, B.K., & Singh, P. (1999), Value education. Agra: Psychological Corporation. Harry, S.B. (1995). Building a Philosophy of Education. New Delhi: Prentice Hall of India.
10. Maurya, S.D. and Shalini (2011), Environmental Studies. Allahabad: Prayag Publication NCERT (2005). National Curriculum Framework for School Education, New Delhi: NCERT.
11. UNESCO (2001), Learning the Way of Peace: A Teachers Guide to Peace Education 1- 239, New Delhi.

**Course 12D: Optional Courses (Guidance and Counseling)**

Code: B.Ed.- 209	L	T	P	Credits	Total Marks:
	2	1	1	4	100

**Learning Outcomes:**

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

1. Understand the concepts of guidance and counseling.
2. Comprehend the educational, vocational and personal guidance.
3. Explain the process and strategies of guidance and counseling services.
4. Reflect on the qualities of a good Counselor, Professional Ethics and Code of Conduct.
5. Describe career development, influencing factors, career information services.
6. Understand the basic statistics in guidance and counseling.



**Unit- I**

- Guidance in Education- Principles and Assumptions.
- Objectives, need, types, functions in present set up.
- Guidance for human development and Adjustment.
- Process for guidance and guidance cell.

**Unit- II**

- Guidance of children with Special needs.
- Guidance of the Gifted and Creative students.
- Role of teacher in Guidance.
- Difference between Guidance and Counseling.

**Unit- III**

- Principles and approaches of counseling, Individual and Group Counseling.
- Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action) identification of problems.
- Qualities of a good/ effective Counselor.
- Role of teacher as a Counselor, Professional Ethics and Code of Conduct.

**Unit- IV**

- Educational counseling– meaning, Importance and strategies.
- Special concerns in Counseling.
- Psycho- Educational Assessment and appraisal in Guidance and counseling.
- Organizing guidance programs and services in Secondary schools.

**Unit- V**

- Career Development, factors influencing career development.
- Career information in guidance and counseling.
- Career information services.
- Basic statistics in guidance and counseling.

**Practicum**

- Preparation and display of guidance materials.
- Report on guidance and counseling services in schools.
- Design a checklist/ Questionnaire to collect information on student's Educational, psychological or social problem.
- Prepare a brochure with guidelines in any area of interest. Enlist the various areas of career and describe the related information.

**Reference Readings-**

1. Aggarwal, J.C. (2000), Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.
2. Asch, M. (2000), Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
3. Bhatia, K.K. (2002), Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
4. Bhatnagar, R.P. & Rani S. (2001), Guidance and Counseling in Education and Psychology.
5. Gibson, R.L. and Mitchell (2008), Introduction to counseling and Guidance. New Delhi: IPH Learning Pvt. Ltd.
6. Joneja G.K. (1997), Occupational Information in Guidance, NCERT publication
7. Kochhar S.K. (1999), Guidance and counselling in colleges and Universities
8. Sharma, R.N. & Sharma, Rachana (2004), Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi.
9. Singh, Y.K. (2009). Guidance and Career Counseling. APH Publishing New Delhi.
10. Nayak, A.K. (2007), Guidance & Career Counselling. APH Publishing corp.
11. Abraham, Jessy (2003), Guidance & Counselling for Teacher Education, Sarup & Sons .New Delhi.
12. भटनागर, सुरेश एवं वर्मा, रामपाल. 2012 वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाशन।
13. उपाध्याय, रामवल्लभ एवं जयसवाल, सीताराम 2014, शिक्षा में निदेशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन।

## Course 12E: Optional Courses (Extension Education)

Code: B.Ed.- 210	L	T	P	Credits	Total Marks:
	2	1	1	4	100

### Learning Outcomes:

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

1. Understand the Meaning and need of adult Education.
2. Reflect on Meaning and Importance of Extension Education.
3. Explain Andragogy & Life Long Education. Understand women development and Empowerment.
4. Comprehend the concept of Swachh Bharat.
5. Develop sound extension programmes and discuss teacher as Extension worker.
6. Comprehend quality of life and its indicators.

### Unit- I

- Meaning and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Objectives Target, efforts, Achievements and causes for slow progress.
- National Literacy Mission- Aims, Objectives and Strategies.

### Unit- II

- Meaning, Scope, Importance and characteristics of Extension Education.
- Andragogy & Life Long Education- Concept and Significance.
- Communication in Extension Education. Swachh Bharat and Sakshar Bharat concepts.

### Unit- III

- Principles & process in developing sound extension programmes- various steps in extension programme planning.
- Extension teaching methods: Individual, group and mass extension methods.
- Factors influencing the effectiveness of the extension methods.
- Role of teacher as extension educator/ worker.

### Unit- IV

- Environment Education: Meaning, Importance, objectives & characteristics of Environment Education.
- Characteristics of general principle of teaching Environment Education.
- Environmental Conservation- Meaning and its need.
- Equitable uses of resources for sustainable livelihoods.

### Unit- V

- Population Education: Meaning, Scope and Importance.
- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities,
- Role of the Teacher in Population Education Programs.

### Practicum

- Conducting any one of the following surveys in the local area and prepare a report:
- Progress in the field of literacy    b.) AIDS awareness
- Prepare a report on waste management.
- Organize a rally on relevant issues and prepare report.

### References Readings-

1. Dubey V.K.& Bishnoi Indra (2008), Extension Education and Communication, New sage international publishers.
2. Supe S.V. (2009), A textbook of Extension Education, Agrotech publishing company Udaipur.
3. Ray GL. (2005), Extension Communication and Management. Kalyani Publ.
4. Reddy A.A. (1987), Extension Education. Sree Lakshmi Press, Bapatla.

## Course 12F: Optional Courses (Value Education)

Code: B.Ed.- 211	L	T	P	Credits	Total Marks:
	2	1	1	4	100

### Learning Outcomes:

1. To understand the Indian values according to Shradha and logic
2. To scientifically analyse values in Indian culture and tradition.
3. To develop the teaching learning method for adaptation and assimilation in life values.
4. To explore the meaning of ethics and value.
5. To analyse the ethical, artistic and pleasant values.

### Unit-I:

- Meaning, concept, need and Importance of values and ethics.
- Nature and sources of values.
- Determinants of values-Psychological, Social, Cultural, Science of living and Ecological determinan of values.

### Unit-II:

- Values of individual in traditional life style.
- Classification of values-eternal, material, social, environmental, Psychological, Economical, Political, Cultural, Moral and Spiritual

### Unit-III:

- Development of values-teaching of Values as an integral part of Education,
- Development of values through science of living, design & develop on instructional material for nurturing values.
- Feeling of fear and trust and their influence in personal and social attitude.
- Value orientation of Education.

### Unit-IV:

- Traditional Methods-Story telling, Ramleela, Tamasha Street play, folk songs.
- Practical methods-Survey, Role play, Value clarification, mechanical discussion.
- Cause of value crisis -Material, social, economic, religious evils and their peaceful solutions.

### Unit-V:

- Bhagwadgita- Nishkam Karma Swadharma Laksgrahan & stithpragya.
- Dhamnipada- Astongmarg Aryostya & Madhymarg.
- Bible-concept of truth, composition, forgiveness.

### Practicum-

- Study of Golden Rule of Ethics in various religions
- Analyse morning Assembly programme of school from the point of view of Sarv Dharm prarthna and give suggestion.
- Organize a play or stage show on values.
- Application of one strategy of value inculcation among school children and its report

### References Readings-

1. Bhatt, S.R. (1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.
2. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
3. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi.
4. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.
5. Mascarenhas, M. & Justa, H.R.,( 1989)., Value Education in Schools and Other Essays, Delhi Konark
6. Sharma, S. R, (1999), Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.
7. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.
8. Source book of Human Rights - NCERT Prem Kripal-Value in Education NCERT, New Delhi 1981
9. Swami Raghunath Anand- Eternal values for a changing society, BVB Bombay
10. गायनका, जयदयाल— महत्वपूर्ण शिक्षा, गीता प्रेस गोरखपुर
11. उर्वशी, सरती— नैतिक शिक्षा एवं बाल विकास प्रभात प्रकाशन, चावडी बाजार दिल्ली।

## Course- 16: EPC- 3 (Critical Understanding of ICT)

Code: B.Ed.- 212	L	T	P	Credits	Total Marks:
	1	-	1	2	50

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

1. To provide much hands-on- experience in familiarity with computers.
2. To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### Activities

- Organizing activities to explore ICTs in teaching-learning, administrative and academic support systems and broader implications for society. Off-line and on-line learning, E-learning use and importance of chat, E-mail, E-library, discussion form, E-journals, E-reading and blogs.
- ICT in Education: Meaning, scope, advantages and limitations. Using search engines. Role of information technology in 'construction of knowledge'. Use of ICTs to simplify record keeping, information management in education administration.
- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken.
- The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, classroom management, PTAs, etc., The students will be assessed on the basis of entries made in e-Portfolios and Reflective Journals.
- Websites: Meaning of technology mediated learning. Concept and scope of E- content authoring. Role of Edusat –Gyan Darsan. Teleconferencing- Audio, Video and Computer mediated- Skype. Role of the teacher in technology mediated learning.
- Use of Internet, E-mail and Microsoft (Excel, Word and Power point)
- New concepts of technology in Educational process.

### Practicum

- Preparation and presentation of ppt - 20 Marks
- Report on web based learning Environment- 10 Marks
- Create a Professional Resume/ social media page of personal profile- 10 Marks
- Download Educational resources and prepare a report- 10 Marks

### References Readings-

1. Aggarwal J.C., 1995, Essentials of Educational Technology –Learning Innovations, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) Understanding by Design, 2<sup>nd</sup> Edition, Association for Supervision and Curriculum Development
3. Intel Teach to the future Pre – Service Curriculum Manual, Edition 2.0 (with Companion CD),
4. Kumar, K.L., 2000, Educational Technology, New Age International (P) Ltd. Publishers, New Delhi.

## Course- 17: EPC- 4 (Understanding the Self)

Code: B.Ed.- 213	L	T	P	Credits	Total Marks:
	1	-	1	2	50

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

1. To develop understanding of student-teachers about themselves the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. To develop Effective communication skills with ability to listen and observe.
3. To understand Philosophy of yoga and its role in well-being.
4. To understand identity formation and Social categories.
5. To evolve as a progressive and flexible teacher.

### Activities-

- Conduction of a workshop by more than one resource person to develop understanding of student teachers about themselves. The development of the self as a person and as a teacher, through conscious ongoing reflection.
- The development of the inner self and the professional identity of a teacher and social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humor, creative movement, aesthetic representations, etc.
- Yoga will also be introduced as an important component to enhance abilities of body and mind and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.
- Recollect and share your childhood experiences with the peer group.
- The following methodologies for the transaction of the course could be used in interactive sessions.
- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Watching a movie/ documentary where the protagonist undergoes trials and finally discovers her/ his potential despite odds.
- Issues of contemporary adolescence/ youth need to be taken up as student-teachers first need to understand themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express him/ herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included in the sessions or not.

### Practicum-

- Developing reflective journals/ workshop report/ prepare a Yoga file. (20 Marks)
- Film reviews, aesthetic expressions, creativity (10 Marks)
- Sharing of experiences where one has faced stereotyping (10 Marks)
- Compose a short Story, Hobbies and reflect yourself through a puppet/ diary write up. (10 Marks)

## Course- 18: School Internship- II (Teaching of Lesson Plans 30- Each Pedagogy Subjects)

Code: B.Ed.- 214	L	T	P	Credits	Total Marks:
	3	1	8	12	300

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

1. Designed to enable the student-teachers to connect theory on school-based activities.
2. Practice and support to acquire a perspective of education within previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively.
3. Provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As a partnership between the school and the teacher education institutions.

**Activity:** The Prospective teachers will observe the school-

- During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning Environments and classroom management.
- The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship where in the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher.
- Setting the Tone for Reflection Most classrooms can be categorized in one of two ways: active and a bit noisy, with students engaged in hands-on work; or teacher oriented, with students paying attention to a presentation or quietly working on individual tasks. Each of these teaching environments sets a tone and an expectation. For example, when

students work actively in groups, we ask them to use their "sixinch" voices. When we ask them to attend to the teacher, we also request that they turn their "eyes front." When they work individually at their desks.

- Guiding Student Reflection to be mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.
- Modelling Reflection Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to the design the element of reflection as way to tell a story. Teacher Educators while engaging the learners in reflection exercises should make sure that the following three traits are inculcated while trainees are involved in Reflecting on their school experience: • Thinking flexibly, • Managing impulsivity, • Remaining open to continuous learning.
- The other component of school-based activities to be carried out during internship is delivering the lessons/ units of pedagogic courses in the first and second year as specified. Logs and Journals Logs and journals are another tool for student reflection.

understand the school in totality classrooms, its philosophy, organization and management; the life of a teacher; needs of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching–learning. A scout guide camp can be organized in the institution.

S. No.	Activities	Marks : 300	
		Internal	External
1.	Regular Classroom Teaching, 60-plans (30 in each subject with TLMs)	20	-
2.	One Criticism Lesson (both subjects)	10 (5+5)	-
3.	Final lesson (both subjects) Including material Aids in each subject	20 (Including 10 TLMs)	100(Include 20- TLMs)
4.	Action Research project plan (one)	10	20
5.	Preparation of Question paper (one in each Subjects Signed by School teacher)	10	20
6.	Organization of Activities (5- Activities) report signed by School teacher including Scout-Guide programme for students.	05	20
7.	Teacher's portfolio (report on school plant, Attendance sheets, Time-table, Assembly, Mid-day meal and Teacher Duty/ Service Diary)	05	20
8.	Community Work	10	30
	<b>Total Marks</b>	<b>90</b>	<b>210</b>