

**Revised Curriculum for
Two-year Bachelor of Education
(B. Ed.)**

**As per NCTE School Internship: Framework and
Guidelines (January 2016)**

Semester system

(To be implemented from the session 2015 Onwards)

School of Education

Department of Education

Hemvati Nandan Bahuguna Garhwal

University, Srinagar

(A Central University)

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

Eligibility for Admission:

Candidates with at least 50% Marks (for General and OBC Category Candidates and 45% marks for SC and ST Candidates) either in Bachelor Degree and /or in Master Degree or any other Qualification equivalent thereto, are eligible for admission to the programme. A candidate for admission to B. Ed. course in the Faculty of Education has to appear in the B.Ed Entrance Examination conducted by the H. N. B. Garhwal (A-Central) University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

Reservation:-

Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Central Government / University rules.

Duration of the Programme:

The B. Ed. Programme will be of four semesters spread over two years duration (100 working days per semester exclusive of the period of admission and examination).

Medium of Instruction:

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

Attendance:

A student shall be considered to have satisfactory attendance to appear in the examination if he /she attends not less than 80% of the total working days for theory classes and attends 90 % school internship days. 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.

Rules & Regulations

- The Degree will be awarded to a student who completes a total of 40 Credits in a minimum of two years taking four courses per Semester.
- Each paper will be of 4 credits, the evaluation of which will be decided by the teacher educator.

- Credit: means 6 Lecture per week: (45 minutes each) = 3credits
- Field work/practicum per week: 4 (45 minutes each) = 1credits
- To pass the B. Ed degree course, a student shall have to get minimum aggregate 40% marks in each theory paper (external) and 51% including internal and above on grade point scale in each course and 51% inInternship.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within twosemesters.
- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).

Definitions of Key Words:-

Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

Course: Usually refers to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some ofthese.

Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

Credit Point: It is the product of grade point and number of credits for a course.

Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (Theory) or two hours of practical work/field work per week

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.

Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Programme: An educational programme leading to an award of a Degree, diploma or certificate.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

Time Allocation-

Six days per week and 20 weeks per semester (excluding Examination)

Each period is of 45 minutes and the classroom engagement is spread across 10.00 am to 4.00 pm with a break 1 hour for lunch.

Evaluation Subject:-

The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average. The 10-point grading system will be followed as under:

Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8

B+(Good)	7
B (Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination and the grade P is minimum percentage of marks required to pass the course.

Examination pattern:

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, project reports, dairies, maintenance of student attendance register/ other registers and students' portfolios. The summative assessment will be conducted in the followingmanner.

- There shall be a university examination at the end of each semester as per detailsof the scheme ofexamination.
- The minimum pass marks in each year or semester examination shall be 51 % for each theory paper (including Internal and External) and practicum and 51% for internship in teaching separately. Candidate will have to pass each theory paper separately.
- A candidate who fails in maximum two courses in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
- 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 internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequentyear.

- A candidate will be given a maximum of two chances to pass the examination in any year/semester 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.
- Teaching Subjects means a subject 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 internship programme for (Semester –II & III) and other Assignments in different semesters (Semester I to IV) of the B. Ed. Students will be evaluated by the Board of examiners comprising of the following persons:-

(A)- IN SEMESTER I, II, & IV- (Board of examiners)

01- External Examiners - within the University (H.N.B.G.U.) Campuses and Affiliating Government Colleges)

01- Internal Examiner - Head/Representative of the same institution.

(B)- IN SEMESTER III- (Board of examiners)

02-External Examiners - (One of the other universities) & One within the University (H.N.B.G.U.) Campuses and Affiliating Government Colleges).

01- Internal Examiner - Head/Representative of the same institution.

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

Distribution of Marks

Internal (Summative)				
Course	Total Marks	Internal marks	Distribution of Internal Marks	
Course 1, 2, 3, 4,5,6,7 & 8,9, 10,11	100	30	Practicum	Internal Exam
			10	10+10 = 20
EPC- 1 &2	100	100	10	Internal Assessment =20
EPC-3 & 4	100	100 (50+50)	5+5=10	Internal Assessment =10+10=20

External (Summative)			
Courses	Type of Question	To attempt	Marks Each
Course 1 : Childhood and Growing Up Course 2 : Contemporary India and Education Course 3: Learning and Teaching Course 4 : Language across the Curriculum Course 5 : Understanding Disciplines and Subjects Course 6: Gender, School and Society Course 7: Pedagogy of a School Course 8- Knowledge and Curriculum Course 9 : Assessment for Learning Course 10 : Creating an Inclusive School Course 11 : Optional Courses	{ Long Questions { Short Questions	Three out of five	15 x3=45
		Five out of Seven	5x5=25
			Total=70

DISTRIBUTION OF MARKS OF EPC-1, EPC-2, EPC-3& EPC-4

EPC-1: READING AND REFLECTING ON TEXTS

TOTAL MARKS: 100

CREDIT: 4

Internal: 30

External: 70

	Marks (Internal)		Marks (External) Total =70
ACTIVITIES TO BE DONE	Total = 30 (Will be evaluated by internal Examiner)		(Will be evaluated by one External as well as internal Examiner)
	1. Application Format & Construction of Model Question Paper	10	1. Summary of Autobiography of any eminent educationist
	2. Resume- Self	10	2. Report on analysis of Policy Document in the field of Education
	3. Report on local festivals / Rituals	10	3. Content analysis of text book of Secondary Education level
			4. Book Review
			5. Report on Local Cultural Heritage
			6. Viva-Voce
	Total Marks	30	Total Marks

EPC-2: DRAMA AND ARTS IN EDUCATION

TOTAL MARKS: 100

CREDIT: 4

Internal: 30

External: 70

ACTIVITIES TO BE DONE	Marks (Internal) Total = 30		Marks (External) Total = 70 (Will be evaluated by one External as well as internal Examiner)	
	(Will be evaluated by internal Examiner)			
	1. Organization of Educational Fair & Fair in Institution	10	1. Declamation 2. Mono act & Stage performance 3. Street Theatre on any Current Issue (Performed in a Group) 4. Script/ dialogue writing 5. Art Exhibition.	} 50
	2. Preparation of Teaching-Learning Material	10		
	3. Report on local Arts	10		
		. Viva-Voce	20	
Total Marks	30	Total Marks	70	

EPC-3: CRITICAL UNDERSTANDING OF ICT

&

EPC-4: UNDERSTANDING THE SELF

TOTAL MARKS: 50+50=100

CREDIT:2+2= 4

Internal: 15+15= 30

External: 35+35= 70

EPC-3: CRITICAL UNDERSTANDING OF ICT

ACTIVITIES TO BE DONE	Marks (Internal) Total = 15 (Will be evaluated by internal Examiner)		Marks (External) Total =35 (Will be evaluated by one External as well as Internal Examiner)	
	Developing the colourful Transparencies	05	1. Preparation and Presentation of Power Point Presentation on any topic to related Semester courses	10
	Preparation of functional Model related to ICT in Education	10		
			Viva-Voce	25
Total Marks	15	Total	35	

&

EPC-4: UNDERSTANDING THE SELF

ACTIVITIES TO BE DONE	Marks (Internal) Total = 15 (Will be evaluated by internal Examiner)		Marks (External) Total =35 (Will be evaluated by one External as well as internal Examiner)	
	Self expression through speech, Dialogue Delivery, Poetry, Mimicry etc.	05	Report on Importance of Hygiene in Schools	05

	Yoga File	10	Presentation of Yogic Activities / Physical Exercise	10
			Viva-Voce	20
	Total Marks	15	Total	35

Introduction: The programme EPC 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 presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The eleven courses are to be transacted in the two year period.

STRUCTURE OF THE B. Ed. PROGRAMME

	Broad Curricular Areas	Courses
1.	Perspectives in Education	Course 1: Childhood and Growing Up Course 2: Contemporary India and Education Course 3: Learning and Teaching Course 6: Gender, School and Society Course 8: Knowledge and Curriculum Course 10: Creating an Inclusive School
2.	Curriculum and Pedagogic Studies	Course 4: Language across the Curriculum Course 5: Understanding Disciplines and Subjects Course 7 Pedagogy of a School Subject Course 9: Assessment for Learning Course 11: Optional Courses
3.	Engagement with the Field – the Self, the Child, Community and School	<ul style="list-style-type: none"> • Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus. • School Internship • Courses on Enhancing Professional Capacities (EPC) ➤ Course EPC1: Reading and Reflecting on

		<p>Texts</p> <ul style="list-style-type: none"> ➤ Course EPC 2: Drama and Art in Education ➤ Course EPC 3: Critical Understanding of ICT ➤ Course EPC 4: Understanding the Self
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School Internship:

It is an integral component of B. Ed. Course. For each student-teacher, internship should be conducted preferably in one/two school; **Two Weeks in II- Semester for and the entire 16+ 2 weeks (Total 18 Weeks) in Semester-III.** However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) is followed by the teaching in another school or the same school at another level. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation 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.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also

include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship.

GUIDELINENS FOR INTERNSHIP:-

PRE - INTERNSHIP (SECOND SEMESTER)

(Course Code: B. Ed: 109)

Total Marks: 100

Total credits-04

(Two week internship in practicing schools)

(Teaching Practice & Practical Work)

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 10 lessons	10+10=20
Participation any Two Co-curricular activities and preparation of Report	05+05=10
Two criticism lesson plan in both teaching subjects	15+15=30
Five Micro lesson plan in each teaching subjects for different skills	05+05=10
Student teachers function with the regular teachers in the school (day to day functioning along with teaching learning on the basis of the record produced by the student teacher. Verified by the School Principal and concerning Subject Teacher)	10
Exhibition of work done by the students during the Internship programme (In the Department)	20
*TOTAL MARKS ALLOTTED FOR THE ABOVE MENTIONED ACTIVITIES	100
The board of examiners (One External (the External examiner will be appointed within the university) and one internal Examiner) will evaluate all the above mentioned activities and records also.	

INTERNSHIP- (SEMESTER-III)

School Internship - 16+2= 18 weeks (16 weeks for school internship and two weeks for community visit)

(Course Code: 109)

(Teaching Practice & Practical Work)

TotalMarks:400

Credit:16

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 90 lessons	20+20=40
Final criticism lesson in both teaching subjects	15+15=30
Classroom based research projects (Action Research)	05+05=10
A portfolio will be maintained by Student teacher of day to day functioning along with teaching learning - Study of school Calendar, time table, assessment schedule, Verified by the School Principal and concerning Subject Teacher)	10
Exhibition of work done by the students during the Internship programme (In the Department)	20
Two weeks for society visits and Report to be prepared	40
Final Teaching in Both Teaching Subjects	250
Total Marks for School internship	400
The board of examiners (Two External and one internal Examiner) will evaluate all the above mentioned activities and records also.	

COURSE OF STUDY AND SCHEME OF EVALUATION
SEMESTER - I (JULY TO DECEMBER INCLUDING EXAM)

Course Name	Course -Code	Hours per week 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course 1 : Childhood and Growing Up	B. ED 101	45 Minute per day	60	100	30	70	4
Course 2 : Contemporary India and Education	B. ED 102	-do-	60	100	30	70	4
Course 4 : Language across the Curriculum	B. ED 103	-do-	60	100	30	70	4
Course 5 : Understanding Disciplines and Subjects	B. ED 104	-do-	60	100	30	70	4
Course <i>EPC 1</i> : Reading and Reflecting on Texts	B. ED 105	-do-	60	100	30	70	4
Total				500			20

SEMESTER-II

COURSE OUTLINE FOR SEMESTER –III

(January to May including exams)

Course Name		Course-Code	Hours per week 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course 3: Teaching and Learning		B. ED 106	45 Minutes Per Day	60	100	30	70	4
Course 9: Assessment for Learning		B.ED- 108	-do-	60	100	30	70	04
*Course 7 - Pedagogy of a School Subject		B.ED-107	-do-	60	100x 100 = 200	30	70	4+4=08 (both teaching Subjects)
Language-	a. Hindi	B. ED 107 – I						
	b. English	B. ED 107 – II						
	c. Sanskrit	B. ED 107 – III						
Mathematics	Mathematics	B. ED 107 – IV						
Sciences	Physical Science	B.ED 107-V						
	Biological	B. ED 107-VI						

	Science				
Social Sciences	Civics	B. ED 107-VII			
	History	B. ED 107-VIII			
	Economics	B. ED 107-IX			
	Geography	B.ED 107-X			
	Social Study	B. ED 107-XI			
	Computer Science	B. ED 107-XII			
	Home Science	B. ED 107-XIII			
	Commerce	B. ED 107-XIV			
	Arts	B. ED 107-XV			
	Pre-Internship – Two Weeks	B. Ed 109	– Practice Teaching for two weeks in Schools	100 marks	4
Total Marks				500	20
<ul style="list-style-type: none"> • <i>Task, assignments, field work and practicum for course 3,9, 7 & Pre- internship for two weeks will be evaluated by one external examiner and one internal examiner also</i> • <i>Co curricular Activities: Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i> 					

SEMESTER - III

COURSE OUTLINE FOR SEMESTER –III

(July to December including exam)

Course Name	Course -Code	Hours per week 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course 1 : Childhood and Growing Up	B. ED 101	45 Minute per day	60	100	30	70	4
Course 2 : Contemporary India and Education	B. ED 102	-do-	60	100	30	70	4
Course 4 : Language across the Curriculum	B. ED 103	-do-	60	100	30	70	4
Course 5 : Understanding Disciplines and Subjects	B. ED 104	-do-	60	100	30	70	4
Course <i>EPC 1</i> : Reading and Reflecting on Texts	B. ED 105	-do-	60	100	30	70	4
Total				500			20

SEMESTER - IV

COURSE OUTLINE FOR SEMESTER –IV

(January –Jun)

Course 6: Gender, School and Society	B.ED – 112	45 Minutes per Day	60	100	30	70	04
Course 8 Knowledge and Curriculum – Part II	B.ED – 113	Do	60	100	30	70	04
Course 10 : Creating an Inclusive School	B.ED – 114	Do	60	100	30	70	04
Course 11 : Optional Course (Any one from among the Following) a) Vocational/ Work Education b) Health and Physical Education c) Peace Education d) Guidance	B.ED – 115 B.ED-115- I B.ED-115- II B.ED-115- III B.ED-115-	Do	60	100	30	70	04

and Counselling	IV						
e) Distance Education	B.ED-115- V						
f) Environment al Education	B.ED-115- VI						
g) Value Education	B.ED-115- VII						
Course EPC- 3: Critical Understanding of ICT & Course EPC -4: Understanding the Self	B.ED-116 & 117	Do 3X 2=6	60 30X2= 60	100 50X2 = 100	30 15X2= 30	70 35X2 =70	04 2X2=4
Total				500			20
<ul style="list-style-type: none"> • <i>Task , Assignments, Field work and Practicum for course -6, 8, 10 and 11 and all the activities related to course EPC-3 & EPC-4 will be evaluated by one internal and one external examiner also.</i> • <i>Co curricular activities Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i> 							
Grand total (credits) Semester-I to Semester-IV				2000			80

OBJECTIVES OF THE B. Ed PROGRAMME

The objectives of this programme is to -

- 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 professionals.

SEMISTER –I
COURSE OUTLINE FOR SEMISTER – I
(JULY-DECEMBER)

Course Name	Course -Code	Hours per week - 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Semester – I (July to December including exam)							
Course 1 : Childhood and Growing Up	B. ED 101	45 Minutes	60	100	30	70	4
Course 2 : Contemporary India and Education	B. ED 102	Do -	60	100	30	70	4
Course 4 : Language across the Curriculum	B. ED 103	Do -	60	100	30	70	4
Course 5 : Understanding Disciplines and Subjects	B. ED 104	Do -	60	100	30	70	4
Course <i>EPC 1</i> : Reading and Reflecting on Texts	B. ED 105	Do -	60	100	30	70	4
Total		20		500			20
<ul style="list-style-type: none"> • Task, assignments, Field work and Practicum for course 1, 2,4,5 & all the activities related to EPC-1 activities will be evaluated by one external as well as one internal examiner • Co Curricular Activities:- <i>Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i> 							

First Semester

Course 1: Childhood and Growing -up

Course Code: B.ED-101

TotalMarks: 100

(Credit-04)

InternalMarks:30

Contact Hours: 4 Hours per Week

External Marks:70

Objectives of the Course:

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

1. Acquire knowledge and understanding of stages of human development tasks with special reference to children and adolescentslearners.
2. Understand children of different ages by interacting and observing them in diverge social, economic and cultural context
3. Understand the role of the family and the school in the child's and adolescence development.
4. Understand the Importance of the Intelligence, Personality, Mental Health & Hygiene in child's and adolescencedevelopment
5. Develop skills for effective teaching learning process and use of psychologicaltests.

UNIT-I:-Educational Psychology

- Meaning, Nature and Scope of EducationalPsychology
- Methods and Functions of EducationalPsychology
- Importance of EducationalPsychology

UNIT-II:- Childhood and Child Development

- Meaning, Concept and characteristics, Principles of Growth and Development - Physical, Social, Emotional and Language Development of Child.
- Influence of socio-political realities on childhoods –Family, School, Neighbour and Community.
- Piaget's theory of Cognitive Development, Bruner's theory of Cognitive Development, Educational Implication of these theories.

UNIT-III:- Adolescent Development-

- Meaning, Concept and Characteristics, and Physical, Social, Emotional and Moral Development.
- Freud's Psycho-sexual development and Erickson's Psycho-social development theory
- Guidance and Counselling of Adolescence.

UNIT-IV- Intelligence-

- Nature and characteristics of Intelligence,
- Theories of Intelligence: Spearman's Two factor Theory, Thorndike's Multi Factor Theory, Thurstone's Primary Mental Abilities(PMA)
- Measuring Intelligence: Verbal, Non-Verbal and Performance Tests (One representative of Group Test and Individual of each)

UNIT- V:- :- Personality & Mental Health and Hygiene-

- Meaning, Definition, Nature, development of personality & Type and Trait Theories of Personality
- Measurement of Personality
- Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and their prevention, and Role of Teacher

Practicum / Field Work:

- Intelligence test- Verbal, Non-Verbal and Performance Tests (One representative of Group Test and Individual of each).
- Critically examine hygienic condition of school and help in health check-up programme and prepare report.
- Preparation of a suggestive plan on few creative activities for children

Pedagogy –

- Various approaches may be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies etc.

References

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7. Pareek M. (2002). Child Development and Family Relationship, Research Publication, Jaipur.
8. Sharma, R. K., Sharma, H.S, and Tiwari, A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir,Agra.
9. Shrivastawa D.N. and Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir,Agra.
10. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers,Bombay.
11. Lal, Raman Bihari & Manava, Ram Nivas: *Shiksha Manovigyan*, Rastogi Publications, Meerut

Course 2: Contemporary India and Education (Credit-04)

Course Code: B.ED-102

Total Marks: 100

Contact Hours: 4 Hours perWeek

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

1. Understand that development of education is influenced by socio-political forces of the time
2. Understand the importance and role of education in progress of Indian Society.
3. Contextualize contemporary India and education.
4. Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
5. Critically analyse human and child rights.
6. Learn about policy debates overtime the implementation of policies and actual shaping of schooleducation.
7. Appreciate the developments in Indian Education the Post Independence era.

UNIT-I- Education & its importance-

- Meaning, concept and nature and Agencies of Education: Formal, Informal and Non-Formal Education
- Functions of Education with reference to- individual, social and national levels
- National Integration- meaning, its need, role of teacher and educational institution in achieving National Integration and cultural heritage

UNIT-II- Constitutional Provisions & Education

- The Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies.
- Constitutional Promise of- freedom, justice, equality and fraternity.
- Aims of Education in relation to – Inequality and Discrimination,.

UNIT-III- Contemporary Issues Related to Education-

- Contemporary Issues- Liberalisation, Globalisation, Privatisation and Universal Elementary Education
- Recommendations of education commissions- Macaulay Minutes & Bentinck's Resolution 1835, Wood Dispatch 1854, Indian Education-1882, Sadler Commission 1917, Wardha Scheme 1932, Radha Krishnan Commission (1948-49), Mudaliar Commission(1952-53) and Kothari Commission(1964-66)
- Global Warming, Environmental Education and Population Education

UNIT-IV- Issue of Marginalisation and Education-

- Brief history of education of marginalized groups of society (Women, Dalits and Tribals) in India.
- Recommendations of Education Commissions and committees on the education of marginalized groups of society
- The role of teachers in the context of: Special, Integrated and inclusive education.

UNIT-V- Policies related to Indian Education-

- Right to Education, Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan, RUSA (Rastriya Utchatar Shiksha Abhiyan),
- National Knowledge commission,
- National Policy on Education 1986 and Revised Policy(1992)

Practicum /Field Work -

Preparation of brief report on objectives of SSA, RMSA, RUSA, Universal and Inclusive education (any one) **OR** preparation of survey report on progress of education of marginalized groups of society

Pedagogy: - Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies and analyses of educational statistics.

References:

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8. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut(U.P)

Course 4: Language across the Curriculum

Course Code: B.ED-103

Total Marks: 100

(Credit-4)

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

1. Understand the language background of 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. Understand writing with a sense of purpose, writing to learn and understand.
6. Understand language and speech disorder and make remedial measure

UNIT-I- Language Policies-

- Language; its nature and importance in human life, language and society
- Language policies related to- School education and Secondary Education
- Recommendations of various commissions on language- Kothari Commission (1964-66), National Policy on Education 1986 & Knowledge Commission

UNIT-II- Class Room and Language-

- First and second language, creating sensitivity to the language diversity in the classrooms, multilingualism in Language
- Role of mother tongue: its nature and Importance & Three Language Formula
- Language Room and Language Library

UNIT-III- Class Room as a Language Laboratory-

- Reading : Objectives, characteristics, Methods, types, Significance and Importance

- Reading strategies for children – note-making, summarizing; making reading-writing connections; processwriting.
- Writing: Objectives, characteristics, Significance, Strategies and WritingScripts

UNIT-IV- Language Development-

- Vocabulary- Significance & Methods, Spellings- Objectives, Significance &Methods
- Speech- basic components - aims, Pronunciation- aims, causes andmethods
- Psychological basis of Language- Theories of Language development and its implications inteaching

UNIT –V- Teacher and Language

- Questioning in the Classroom– types of questions and teachercontrol
- Importance of language lab inschools
- Qualities of a good languageteacher

PRACTICUM / FIELD WORK-

- Organize an activity based game to motivate students for creative questioning in specific content areas and draft thereport.
- Identify speech defects of students and suggest remedies in a briefreport.

PEDAGOGY- Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies. Content Reading for comprehension and write up.

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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 UniversityPress.

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COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS (CREDIT -4)

Course Code: B.ED-104

Total Marks: 100

Contact Hours: 4 Hours perWeek

Internal Assessment: 30

External Assessment: 70

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

1. Understand the disciplinary knowledge and subjects, their emergence, nature and roles
2. To comprehend the notion of knowledge and its types
3. Selection of subject content, good text books, magazines and journals.
4. Discuss on knowledge construction & curriculum construction
5. Reflect on NCF 2005 & NCFTE-2009

UNIT-I-

- Notion and Approaches of knowledge
- Objective, contextual, diverse, dialogical and subjective knowledge
- Concept of disciplinary knowledge and subjects

UNIT-II-

- Nature and role of disciplinary knowledge
- Interdisciplinary nature of subjects
- Importance of disciplinary knowledge to school students

UNIT-III-

- Emergence of discipline and subjects in social, political and intellectual contexts
- Selection of subject content

- Criteria of selection of good text books, magazines and journals.

UNIT-IV-

- Intuitive or Tacit knowledge
- Knowledge construction
- Theoretical and practical knowledge

UNIT-V-

- Need and importance of curriculum
- Curriculum and syllabus, NCF-2005 & NCFTE-2009
- Curriculum construction

PRACTICUM/FIELD WORK:-

- Construction of curriculum of any class and subject,
- Evaluation of textbooks of any class and subject

PEDAGOGY-Discussion, Seminar and Workshop on transformation of content for construction of learners own knowledge according to present need.

References

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: Volume 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. Routledge.
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 EPC -1: Reading and Reflecting on Texts (Credit -4)

Course Code: B.ED-105

TotalMarks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30(**By the InternalExaminer**)

External Assessment: **70 (By the External Examiner)**

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

1. Read a wide variety of texts
2. Write efficiently with a sense of purpose and field notes
3. Respond to a text
4. Combine reading and writing skills and Content analysis,
5. Develop reflective skills

ACTIVITIES-

- To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people's experiences of all of these.
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Writing efficiently, writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas. Combining reading and writing skills, reflective skills, Content analysis, writing fieldnotes.

Practicum- Summery writing, writing autobiography and field note. Critically analyse activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities.

Reference:

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. Cengage Learning.

SEMESTER - II

COURSE OUTLINE FOR SECOND SEMESTER

Semester – II (January to May including exam)							
Course Name	Course Code	Hours per Week - 04	Hours per Semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course 3: Learning and Teaching	B.ED-106	45 Minutes	60	100	30	70	4
Course 7: Pedagogy of a School Subject –	B.Ed-107	45 Minutes	60	100x100=200	30	70	4x4=08 (Both Teaching Subjects)
Language- Hindi English Sanskrit Mathematics Science - Biological & Physical Sciences Social Sciences- Civics History Economics Geography Social Study (SST)	(B.ED-107-I) to						

Computer Science Home Science Commerce Arts	B.ED- 107- XV)						
Course 9: Assessment for Learning	B.ED- 108	45 Minutes	60	100	30	70	04
Pre-internship for 2 weeks -	B.ED- 109	– Practice Teaching for two weeks in Schools		100			04
Total				500			20
<ul style="list-style-type: none"> • <i>Task, assignments, field work and practicum for course 3,9, 7 & Pre- internship for two weeks will be evaluated by one external examiner and one internal examiner also</i> • <i>Co curricular Activities: Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i> 							

Course 3: Learning and Teaching

Course Code – B.ED-106

Credit-04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the Course:

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

1. Comprehend the process of teaching & learning.
2. Know the concept and process of effective teaching and construction of knowledge.

3. Explain the theories of learning and understand the learner.
4. Obtain a total perspectives of the role of technologies in modern educational practices
5. Recognize teaching as profession.

UNIT-I -

- Learning : meaning, concept and nature
- Factors influencing learning, Domains / components of Learning
- Motivation and learning Theories; Thorndike, Pavlov, Skinner & Kohalar and Significance of learning theories in classroom situation.

UNIT-I I-

- Teaching; Meaning, Principles, components of Effective Teaching, maxims and phases and Teaching phases
- Taxonomy of Educational Objectives in Cognitive Domain, Writing Objectives in Behavioural Terms
- Art of Questioning : types and importance of questions, good and defective questions base of receiving answers

UNIT-III-

- Educational technology: definition, types of Educational technology, distinction between Hardware and Software Technology and their role in modern educational practices
- Hardware technology: important accessories and their application-OHP, Projectors, TV, Computers, New technology like: e-mail, internet and other teaching AIDS
- Innovations in teaching- Micro Teaching, Simulated Social Skill teaching (SSST), Team Teaching, Programmed Instruction & CAL

UNIT-IV-

- Identification of teaching Skills, principles of teaching and classroom instruction strategies.
- Lesson Planning- Need and Importance, Format of Lesson Planning, Approaches of Lesson Plans
- Methods, strategies and tactic of teaching, Role of a teacher in effective teaching

UNIT-V-

- Management in Education: role and qualities of a Principal, Importance of Physical resources- building, playground, sanitation & ventilation, equipments, laboratories, museum, hostels and library in aschool
- School timetable- its importance, types and principles of construction, School Discipline- Meaning, scope, problems and solution
- Managing Curriculum- Meaning, Principles of construction, development of Curriculum at elementary and secondary level, importance of co - curricular activities

Field Work/ Practicum - Visits to schools, and analysis of a variety of records related to learning and teaching. Preparation of lesson plans in terms of Micro, Simulated and Mega lessons.

Pedagogy – Classroom interaction and discussion, Seminar, Workshop, Assignment / project.

References

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4. Mathur, S.S. and Mathur, A., 2008. Development of learner and teaching learning process, Aggrawal Publications, Agra.

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6. Rao. V.K, Reddy, R.S. 1992, learning and teaching commonwealth 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

Course 7: Pedagogy of a School Subject

(Course Code-B.ED-107) (Credit-04)

Pedagogy of Hindi ¼fgUnh Hkk"kk dk f'k{k½

(Credit-04)

Course Code: B. ED -107-I

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

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Course 7: Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of English

Course Code: B.ED-107-II

Credit -04

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Objectives of the Course:

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

- ✓ Explain nature and importance of the English as a school subject and its relation to other schoolsubjects.
- ✓ Understand about the teaching of poetry, prose and drama;
- ✓ Identify methods, approaches and materials for teaching English at various levels in the Indian context.
- ✓ The required skills and their inter-links per mastering English .Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computertechnology).

- ✓ Understand need and functions of language lab.
- ✓ The techniques of obtaining feedback for self- evaluation and evaluation of students.
- ✓ To teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes
- ✓ Comprehend Action research and its importance in teaching English.

UNIT-I--

- Language –its nature, and importance in human life, language and society and English language
- The nature and importance of English as a Language in School Subject, Co- relation of English with other school subjects
- The aims and Objectives of English Teaching at different stages of school

UNIT-II-

- Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum. and Principles of Curriculum construction at of English Teaching at different stages of school
- Pedagogical approaches for the teaching of English (Prose, Poetry, Drama & Grammar) at different stages of school.
- Relationship between curriculum, syllabus and textbook; Selection of materials; Importance of text books and teaching aids in the class room teaching.

UNIT-III-

- Descriptive linguistics- language as a discipline, structure of a language, objectives of English morphology, syntax and uses, kinds of sentences.
- 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
- Teaching of speaking, pronunciation, reading, writing vocabulary, spelling, prose, poetry, drama, Grammar, translation and composition at various school levels and Preparation of Lesson plan.

UNIT-IV-

- Developing tasks and materials for study skills in English literary forms, Audio-visual aids in teaching English
- The relative importance of Indian, classical, popular, and children's literature in English.
- Role of mother tongue in teaching English

UNIT-V-

- Measurement and evaluation in English teaching.
- Action Research in teaching English, its meaning, development and utility
- Continuous and Comprehensive Evaluation in Teaching English

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

References

- i. Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
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- iv. Bright and McGregor: Teaching English as Second Language, Longman.
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- xiv. Gimson A.C. (1980) : An Introduction to the Pronunciation of English London : Edward Arnold.
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Sanskrit

Credit-04

Course Code : B. ED -107-III

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Mathematics

Credit-04

Course Code : B. ED -107-IV

Total Marks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Course Objectives:-

To enable the pupil teacher to-

- ✓ Understand and appreciate the use and significance of Mathematic in daily life.
- ✓ Learn successfully various approaches of teaching Mathematics and to use them judiciously.
- ✓ Know the methods of planning instruction for the classroom. Appreciate mathematics as a tool to engage the mind of every student and to strengthen the student's resource;
- ✓ Canalize, evaluate, explain and reconstruct their thinking about mathematics.
- ✓ Construct appropriate assessment tools for evaluating mathematics learning;
- ✓ Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes;

UNIT:-I:-

- The aims and Objectives of Mathematics Teaching at different stages of school. The nature and importance of Mathematics as a school subject.
- Pedagogical approaches for the teaching of Mathematics at different stages of school, Viz- Inductive, Deductive, Analytical, Synthetic, Heuristic, Lecture and Question answer & Various techniques for teaching of Mathematics viz- Oral, written, drill, assignment, and self study
- Mathematics teacher-functions and qualities and. Reflective & Innovative practices in professional development of Mathematics teachers.

UNIT-II-

- Meaning, purpose 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
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching, characteristics of good teaching aids, importance and development of Mathematics laboratory for recreational Mathematics

UNIT-III-

- Text books in Mathematics- Importance and qualities of a good text book in Mathematics, need and organisation importance of Mathematics library
- Principles of Curriculum construction; types of mathematical problems, their place in curriculum, cause difficulty in problem solving, suggestions to handle problems, and Co-relation of Mathematics with other school subjects.
- Teaching Mathematics to gifted and backward children, remedial teaching in Mathematics- its meaning and principles of diagnosis and remediation

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

UNIT-IV-

- Measurement and evaluation in Mathematics – purpose of evaluation in Mathematics Teaching, type of test items; their merits and demerits, quality of a good mathematicstest
- Brief procedure of preparation of mathematics achievementtest.
- Importance of Continuous and comprehensive evaluation in mathematicsteaching

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report on any problem related to mathematics

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Physical Sciences

Credit-04

Course Code : B. ED -107-V

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Course Objectives:-

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

1. 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 schoolsubjects.
2. Appreciate that science is a dynamic and expanding body ofknowledge.
3. Identify and relate everyday experiences with learning ofscience.
4. Explore the process skill in science and role of laboratory in teaching-learning.
5. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning ofscience.
6. Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other criticalissues.

7. Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

UNIT-I:-

- Physical Science : nature and Importance, scientific literacy
- The nature and importance of Physical Sciences as a school subject. Co- relation of Physical Sciences with other school subjects.
- The aims and Objectives of Teaching Physical Sciences at different stages of school.

UNIT-II-

- Physical science curriculum- development, principles and approaches to curriculum organisation, critical analysis of the contents of Physical science subjects at various school levels
- Scientific methods / Strategies;—Observation, Enquiry, Experimentation, Data Collection, Demonstration, laboratory methods, Generalization etc. with Illustration in Physical Science.
- Preparation of Lesson plan, Use of ICT and teaching and learning –video clips, power point presentation etc

UNIT-III-

- Importance of Textbooks and other publications in physical science teaching , audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning physics: using community resources for learning
- Organisation of an effective programme of teaching of Physical Sciences - organisation of teaching learning material at junior and senior stages.
- Co curricular activities- science clubs, science museums, science fairs and excursions

UNIT-IV-

- Analyse and Designing laboratories in science (secondary stage), physics (higher secondary stage)
- The Physical science laboratory- importance of science laboratory, planning and organisation of science laboratory, safety measures in the science laboratory
- The Physical science teacher- qualification and characteristics, and his / her responsibilities

UNIT-V-

- Measurement and evaluation in Physical Sciences.
- Action research in Physical Sciences teaching; its meaning, development and utility
- Importance of Continuous and comprehensive evaluation in Physical science

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Biological Sciences

Credit-04

Course Code : B. ED -107-VI

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Course Objectives:-

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

- ✓ Develop insight on the meaning and nature of Biological sciences for determining aims and strategies of teaching-learning.
- ✓ Identify and relate everyday experiences with learning of Biologicalsciences.
- ✓ Appreciate various approaches of teaching- learning of Biologicalsciences.
- ✓ Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of Biologicalscience.
- ✓ Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- ✓ Facilitate development of scientific attitudes inlearners.
- ✓ Construct appropriate assessment tools for evaluating learning of biologicalscience.
- ✓ Stimulate curiosity, inventiveness and creativity in biologicalscience.
- ✓ Develop competencies for teaching, learning of biological science through different measures.
- ✓ Integrate the Biological sciences knowledge with other schoolssubjects.

UNIT:-I:-

- The nature and importance of Biological Sciences as a school subject.
- Principles of Curriculum construction. Co- relation of Biological Sciences with other schoolssubjects.
- The aims and Objectives of Teaching Biological Sciences at different stages ofschool.

UNIT-II-

- Biological science curriculum- development, principles and approaches to curriculum organisation, critical analysis of the contents of Physical science subjects at various schoollevels
- Scientific methods / Strategies;—Observation, Enquiry, Experimentation, Data Collection, Demonstration, laboratory methods, Generalization etc. with Illustration in BiologicalScience.
- Preparation of Lesson plan, Use of ICT in teaching and learning –video clips, power point presentationetc

UNIT-III-

- Importance of laboratory / text books and teaching aids in the class room teaching of BiologicalSciences.
- Importance of Textbooks and other publications in Biological science teaching, audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning Biology: using community resources forlearning
- Co curricular activities- science clubs, science museums, science fairs and excursions, maintenance of aquarium &herbarium

UNIT-IV-

- Analyse and Designing laboratories in Biology science (secondary stage), Zoology & Botany (higher secondarystage)
- The Biological science laboratory- importance of science laboratory, planning and organisation of science laboratory, safety measures in the sciencelaboratory
- The Biology science teacher- qualification and characteristics, and his / her responsibilities

UNIT-V-

- Measurement and evaluation in BiologicalSciences.
 - Action research in Biological Sciences teaching; its meaning, development andutility
 - Importance of Continuous and comprehensive evaluation in Physicalscience
- Practicum /Field Work:** Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report. Planning and organizing events on special days related to biological science such as earth

day, environmental day, HIV AIDS & science day. Organize and plan excursions with school students of scientifically significant local areas.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

References:

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Civics

Credit-04

Course Code : B. ED -107-VI I

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

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

1. Understand matters of both content and pedagogy in the teaching ofCivics.
2. Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
3. Understand the aims and objectives of teaching ofCivics.
4. Prepare unit plans and Lesson plans for differentclasses.
5. Critically evaluate the existing school syllabus of CivicsTeaching.
6. To enable the pupil teacher to review the Text-book ofCivics.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teachingaids.

UNIT I:

- Meaning, Aims, objective, concept and scope of Civics Teaching at different stagesof school.
- Civics: key concepts current trends elements of state: population, territory, government and sovereignty forms of government, democratic (liberal and social_, non- democratic rule of law, authority, power, legitimacy, civic society, citizenship, rights, separation of power organs of govt. : legislature, executive andjudiciary.
- Constitutional vision of democratic India & Fundamentalduties

UNIT-II-

- Curriculum: difference between curriculum and syllabus, principles of construction of curriculum
- The syllabus of Civics; its scope and adequacy; and evaluation construction of a syllabus for civics
- Methods, techniques and teaching of civics to be discussed under- the broad principles, the suitability of different content areas, application to be taken while using different methods, techniques and aids,

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Civics and Use of library.
- Pedagogical approaches for the teaching of Civics teaching at different stages of school and Preparation of Lesson plan.
- Organisation of an effective programme of teaching of Civics - organisation of teaching learning material at junior and senior stages.

UNIT-IV-

- Teaching learning materials, atlas, political maps (world, Asia, media states, districts) globe, daily news paper, news magazine proceedings of Parliament & Legislative Assembly.
- Use of audio-visual aids In teaching civics, Distinctions between fact and opinion, bias and perspective.
- Lesson planning: primary sources and the construction of civics social formations in civics.

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
- Continuous and Comprehensive Evaluation (CCE) in Civic teaching.

Practicum/Field Work- The issues related with civics can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). Prepare a action Research Project.

Pedagogy:- Interaction, Discussion, Seminar and demonstration etc.

References

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Course 7 : Pedagogy of a School Subject-Course Code- B.ED- 107

Pedagogy of History

Credit-04

Course Code : B. ED -107-VIII

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Course Objectives:-

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

1. Understand matters of both content and pedagogy in the teaching ofHistory.
2. Define and differentiate the concept of History and explain its relative position in the Syllabus.
3. Understand the aims and objectives of teaching ofHistory.
4. Prepare Lesson plans for differentclasses.
5. Critically evaluate the existing school syllabus of HistoryTeaching.
6. To enable the pupil teacher to review the Text-book ofHistory.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teachingaids.

UNIT- I:

- Meaning, Aims, objective, concept and scope of History Teaching at different stages ofschool.
- Significance of History in the modern school curriculum modern approach towards the teaching of History for emotional and social integration and international understanding.
- Formulating the objectives of teaching History at junior and senior stages with special reference to desire behaviourchange

UNIT-II-

- The Curriculum of History; its scope and adequacy; and evaluation construction of a syllabus for History
- Pedagogical approaches (Source Method, Question answer method, progressive viz., chronological treatments; their merits and demerits and studying of chronology for the teaching of History at different stages of school.
- 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, newsmagazine.

UNIT-III-

- Importance of text books and best use of textbooks in teaching of History. , Use of museums and library.
- Importance of audio visual aids, use of audio visual aids in teaching history at junior and senior stages.
- Characteristics, role and responsibilities of a good history teacher

UNIT-IV-

- The teaching of current events in history, the equipment in the history teaching in history room.
- Use of Action Research methodology for improving the quality of teaching History; planning and conducting action research project in History Teaching
- Lesson planning in history teaching, meaning, need and importance of lesson plan.

UNIT-V-

- Measurement and evaluation in History: meaning, purpose, need and importance of evaluation in History Teaching
- Techniques of evaluation- oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation in History Teaching
- Comprehensive and Continuous Evaluation in History Teaching

Practicum/Field Work- Prepare Action Research Project on the causes of low achievement of students in the History. Compile articles from newspapers, magazines, and the internet, and prepare a report

Pedagogy:- Discussion, Seminar, Demonstration etc

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Economics

Credit-04

Course Code : B. ED -107-IX

TotalMarks:100

Contact Hours: 4 Hours per Week

InternalAssessment:30

6 Period Per week and

ExternalAssessment:70

Each Period will be 45 Minutes

CourseObjectives:-

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

1. Understand matters of both content and pedagogy in the teaching of Economics.
2. Define and differentiate the concept of Economics 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.
5. Critically evaluate the existing school syllabus of History Teaching.
6. To enable the pupil teacher to review the Text-book of History.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.

UNIT- I:

- Meaning and definition (Wealth, welfare, Security, Want less ness, and Growth centred definitions) Aims, & objectives, **nature and scope of Economic** concept and scope of Economics Teaching at different stages of school.
- Correlation of economics with other subjects
- Significance of Economics in the modern school curriculum,

UNIT-II-

- Curriculum of Economics- Principles of curriculum construction & methods of organization of the subject matter of Economics

- Pedagogical approaches (Text book method, lecture method, laboratory, project, problem solving, inductive and deductive, and socialized method) for the teaching of Economics at different stages of school.
- Techniques of Economics teaching- question-answer, illustration, observation, examination, assignments, & drill,

UNIT-III-

- Text books in Economics teaching - Importance of text books, basic principles of selection of textbooks.
- Teaching aids in the class room teaching of Economics- Importance of teaching aids, different kinds of teaching aids, audio aid, visual aids & audio-visual aids.
- **Designing and importance of economic laboratory.**

UNIT-IV-

- Lesson planning in economics teaching- meaning, need and aims of lesson planning, different approaches of lesson planning in economics teaching
- Use of Action Research methodology for improving the quality of teaching Economics; planning and conducting action research project in Economics Teaching
- Characteristics, role and responsibilities of a good Economics teacher

UNIT-V

- Measurement and evaluation in Economics- meaning, purpose, and importance of evaluation
- Techniques of evaluation- oral, written, **Essay, objective, steps of evaluation process.**
- Continuous and comprehensive evaluation in Economics teaching

Practicum/Field Work -

Compile articles from newspapers, magazines, and the internet discussing various topic related to economy and prepare report, visit to went industry and exhibitions achievement in the economics and prepare report. Prepare Action Research Project.

Pedagogy:- Discussion, Seminar, Demonstration etc

References

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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Geography

Course Code : B.ED-107-X

Credit-04

TotalMarks:100

Contact Hours: 4 Hours per Week

InternalAssessment:30

6 Period Per week and

ExternalAssessment:70

Each Period will be 45 Minutes

CourseObjectives:-

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

1. To develop an understanding of the nature of Geography.
2. Understand matters of both content and pedagogy in the teaching of Geography.
3. Define and differentiate the concept of 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. To enable the pupil teacher to 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, Aims, objective, concept and scope of Geography Teaching at different stages of school. Human geography and its importance.
- Significance of Geography in the modern school curriculum; the modern concept of Geography for national and international understanding and Human Geography and its importance.
- Ecology & Ecosystem, Social formation in Geography, Local & Regional Geography

UNIT-II-

- The syllabus of Geography, its evaluation, the textbooks of Geography at different stages of school and their critical study
- Pedagogical approaches for the teaching of Geography at different stages of school with special reference to story telling, regional, inductive, deductive and casual relation methods, excursion, project and Preparation of Lesson plan.
- Characteristics and responsibilities of a good geography teacher

UNIT-III-

- Importance of text books / apparatus/ Museums / Excursion and teaching aids in the class room teaching of Geography.
- Resource materials and use of local resources in Geography Teaching
- Geography Laboratory - need, importance and equipments

UNIT-IV-

- Correlation of Geography with other subjects with particular reference to Science, Nature study and History
- Geography and social issues- Preservation of Environment, disaster management and saving fast depleting natural resources (Water, Minerals, Fossil fuels, Forest, & glaciers etc)

- Improving teaching of Geography through Action Research methodology: developing action research project in teaching localgeography

UNIT-V-

- Measurement and evaluation in Geography: meaning, purpose, and importance of evaluation
- Application of evaluation approach in the teaching ofgeography
- Comprehensive and Continuous Evaluation inGeography.

Practicum/Field Work

Compile articles from newspapers, magazines, and the internet discussing on geographical natural events and prepare report. prepare a Action Research report on any issue related to Geography.

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- oek]MkV-, y-, u-¼2009½^Hkwxksyf'k{k%I S)kfUrd,oaizk;ksfxd*]jktLFkkufgUnh xzUfkvdknehlykVu-1]>kykuklkaLFkkfud{ks=]t;iqj302004
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- ✓ G. Indira, A Jahitha Begum (2009), — Teaching of Geography, S.B. Nangia, A.P.H. Corporation 4435-36/7, Ansari road, Darya Ganj, NewDelhi.
- ✓ Barnard, H.C. Principles and praetice of Geography Teaching , London University, Tutorial press1953
- ✓ CBSE Books 6 to 12 Geography book(NCERT)
- ✓ Kual, AK- Why and How of geography teaching, Am banu, publication, Srinagar1983
- ✓ Machee, Teaching of Geography, oxford university, PressBombay
- ✓ Monk House F.J.- Maps andDiograms
- ✓ Source book for Teaching of Geography, UNESCOpublication
- ✓ Verma O.P. and Vedanayagan E.G. Geography teaching, sterling Publishers, New Delhi, 3rd Ed1987

Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Social Study

Credit-04

Course Code : B. ED -107-XI

TotalMarks:100

Contact Hours: 4 Hours per Week

InternalAssessment:30

6 Period Per week and

ExternalAssessment:70

Each Period will be 45 Minutes

Course Objectives:-

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 and differentiate the concept of Social Study and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Social Study.
5. Critically evaluate the existing school syllabus of Social Study Teaching.
6. To enable the pupil teacher to review the Text-book of Social Study.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.
9. To acquire basic knowledge and skills to analyse and transact the Social Study curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
10. To sensitize and equip student teachers to handle Social issues.

UNIT-I:

- Meaning, Aims, objective, concept and scope of Social Study teaching at different stages of school.
- Social Study as a separate subject in school curriculum and fundamental principles of social study courses.
- Significance of Social Study in the modern school curriculum; the modern concept of Social Study for national and international understanding.

UNIT-II-

- Pedagogical approaches for the teaching of Social Study at different stages of school and Preparation of Lesson plan.
- 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.
- Social studies library and laboratory need, management and equipments,

UNIT-III-

- Text books of social study: Importance, value & characteristics of good textbook
- Need for the planning of curriculum, construction of curriculum & general pattern of social studies curriculum
- Qualities and responsibilities of a good social study teacher.

UNIT-IV-

- Indian culture, issues related to genders equality, Dignity, Socialism, Secularism, Rights of Dalits, Tribes, Minorities, Women and Children, and Disabled
- Directive Principles of State Policy (with special reference to welfare of the people) and Fundamental Duties.
- Action research in social studies: its meaning, development and utility in teaching social studies.

UNIT-V-

- Evaluation in Social Studies: meaning, purpose, objectives and criteria of good examination.
- Application of evaluation approach in the teaching of Social Study
- Comprehensive and Continuous Evaluation in Social Study.

Practicum/Field Work - Compile articles from newspapers, magazines, and the internet discussing on social events and prepare report. Conduct survey based study on social condition of rural people and prepare a Action Research report.

Pedagogy:- Discussion, Seminar, Demonstration etc

References

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- 5. BediYeshPal,(1980),-socialandpreventivemedicineI,Atmaramsons,karmesegate, Delhi
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- 7. Chitambar J.B, (1987), -Introductory Rural Sociology| Wiley Eastern Limited. New 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, 4831/24, Anrari Road, Prahlad street Darya Ganj, NewDelhi

Course 7 : Pedagogy of a School Subject: Course Code- B.ED-107

Pedagogy of Computer Science

Credit-04

Course Code : B. ED -107-XII

Contact Hours: 4 Hours per Week

TotalMarks:100

Internal Assessment:30

External Assessment: 70

Course Objectives:-

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

1. Know about on historical evolution of computer and its hardware, software components.
2. Make an effective use of Computer technology in Education and Know about the basic elements of computers and their uses.
3. Familiar with new trends, techniques in education along with learning.
4. Know about the hardware and software and their applications.
5. Know about aims and objectives of teaching computer science in at different level of schools education.
6. Acquire skills relating to planning lessons and presenting them effectively.
7. Acquire the Basic Commands in DOS & Windows.
8. Work with various MS Office Applications like Word, Excel and Power Point
9. Understand and apply the M.S Office applications in School Management.
10. Prepare Technology Integrated Lessons and familiarize with the various methods that can be employed for the teaching of Computer science.

UNIT-I:

- Meaning, Aims, objective, concept, scope and Importance of Computer Science teaching at different stages of school.

- History and Generations of Computers and their characteristics, Classification and Hardware of computers, Input Output Devices and Block Diagram.
- 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

UNIT-II-

- Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- Objectives based teaching of computer science- General objectives of teaching computer science, Classification of educational objectives (bloom's taxonomy), Statement of specific objectives in behavior terms.
- Basic Programming, Data Representation, Computer Organization, Operating Environment & Computer Network.

UNIT-III-

- Pedagogical approaches for the teaching of Computer Science teaching at different stages of school. Preparation of Lesson plan.
- Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive whiteboards.

UNIT-IV-

- Importance of planning a lesson and Importance, Preparation and use of Teaching Aids. Organizing a computer Laboratory.
- Development of test items objective type, short answer type, essay type.
- Identification and organization of concepts for teaching - teaching of Computer Science on different topics.

UNIT-V-

- Role of Network, Type and Topology, Internet and, Network Protocol in Teaching Computer Science
- Application of evaluation approach in the teaching of Computer Science
- Comprehensive and continuous evaluation (CCE) in Computer science.

Practicum/Field Work

Prepare Action Research report on any one problem regarding the implementation of ICT/Computer Education in school.

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- ✓ Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
- ✓ Christian Crumlish, The ABC's of Internet, BPB Publication, New York, 1998
- ✓ Rejesebaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt.Ltd.
- ✓ Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: PrenticeHall.
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)
Pedagogy of Home Science

Credit-04

Course Code : B. ED -107-XIII

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Assessment:30

External Assessment: 70

Course Objectives:-

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

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

UNIT-I:

- Meaning, Aims, objective, concept, scope and Importance of Home Science teaching at different stages of school.
- 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

UNIT-II-

- Foods, Nutrition and Health, Child Care, Hygiene and sanitation, Principles of budget making.
- Planning of space and equipment of Home Science laboratory. Use of ICT and using community resources in Home Science.

- Identification and use of learning resources in home science exploring alternative sources; importance of home science kit and laboratory; Planning and organizing field observation.

UNIT-III-

- Deferent Pedagogical approaches for the teaching of Home Science teaching at different stages of school and Preparation of Lesson plan.
- Teaching aids - classification, importance and uses. Development of low cost TLM and its use in class room instruction.
- Instructional materials required for planning teaching-learning of home science and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning science.

UNIT-IV

- Importance of designing of curriculum, and text books in teaching of Home Science.
- Development of test items objective type, short answer type, essay type.
- Textile and clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), etc. Home management – management of time energy, home decoration, floor decoration.

UNIT-V-

- Evaluation in Home Science and preparation of question bank.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Qualities of a Good Home Science Teacher.

Practicum/Field Work:- Practice skill to optimize and enhance nutrients in the dishes (Germination, fermentation and good combinations), Make a poster on types of teaching Aids with proper pictures. Make a file of essential equipments of Home Science lab and Management of lab.

Pedagogy: Class room interaction, discussion, seminar and Demonstration etc.

References:-

1. Dars, R.R. andraybinita (1979) – teaching of home Science, sterling publisher pvt. Ltd, New Delhi.

2. 'kjh]Mk-th-ih-%2008% ^xgfoKkuf'k{kk*fouksn iLrdeafnjv'kxjk&2

3. vLFkkuk], ■-vkj%2007% ^xgfoKkudkv/;k iu*y{ehukjk; kvxoky i dk'ku]v'kxjk

4. The course is designed to provide a comprehensive understanding of the nature and scope of Commerce, its history, and its role in the Indian economy. It also aims to develop the student-teacher's ability to teach Commerce effectively in the school curriculum.

5. The course is designed to provide a comprehensive understanding of the nature and scope of Commerce, its history, and its role in the Indian economy. It also aims to develop the student-teacher's ability to teach Commerce effectively in the school curriculum.

6. The course is designed to provide a comprehensive understanding of the nature and scope of Commerce, its history, and its role in the Indian economy. It also aims to develop the student-teacher's ability to teach Commerce effectively in the school curriculum.

7. The course is designed to provide a comprehensive understanding of the nature and scope of Commerce, its history, and its role in the Indian economy. It also aims to develop the student-teacher's ability to teach Commerce effectively in the school curriculum.

Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Commerce

Credit-04

Total Marks: 100
Internal Assessment: 30
External Assessment: 70

Course Code : B. ED -107-X IV
Contact Hours: 4 Hours per Week

Course Objectives:-

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

1. To develop an understanding of the nature of Commerce.
2. Understand matters of both content and pedagogy in the teaching of Commerce.
3. Define and differentiate the concept of 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 the construction of Commerce Curriculum.
7. Critically evaluate the existing school syllabus of Commerce Teaching.
8. To enable the pupil teacher to 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, Aims, objective, concept and scope of Commerce Teaching at different stages of school.
- 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 Globalisation.

UNIT-II-

- Pedagogical approaches for the teaching of Commerce at different stages of school and Preparation of Lesson plan.
- Enrichment content -social responsibilities of business, consumer awareness, E-Commerce and E-Business. Teaching of current events in Commerce.
- Approaches of organizing commerce curriculum & Explanation of local resources in teaching of Commerce.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Commerce.
- Teaching aids in the class room teaching of Commerce- Importance of teaching aids, different kinds of teaching aids, audio aid, visual aids & audio-visual aids, Commerce room- need, importance and equipments
- Organisation of an effective programme of teaching of Commerce - organisation of teaching learning material at junior and senior stages.

UNIT-IV-

- Use of ICT In Commerce Teaching
- Use of Action Research methodology for improving the quality of teaching Commerce; planning and conducting action research project in Commerce Teaching
- Characteristics, role and responsibilities of a good Commerce teacher

UNIT-V-

- Measurement and evaluation in Economics- meaning, purpose, and importance of evaluation

- Techniques of evaluation- oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation in Economics Teaching
- .Comprehensive and continuous evaluation (CCE) in Commerce.

Practicum/Field Work - Prepare a report on financial sources of rural women / weaker sections and skills. Prepare Action Research Project.

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. Aggarwal, J. C. : Teaching of Commerce.
2. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
3. flag j ke i ky % 2005 %] okfk T ; f k { k k } v x z o k y i f C y d s ' k u e s j B A
4. 'kekZ] ch-, y] % 2006 %] okfk T ; f k { k d } v k j -, y c d f M i l e s j B A
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Arts

Credit-04

Course Code : B. ED -107-X V

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

1. To develop an understanding of the nature of Arts.
2. Understanding basics of different Art forms - impact of Art forms on the human mind.

3. Understand matters of both content and pedagogy in the teaching of Art.
4. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
5. Define and differentiate the concept of Art and explain its relative position in the Syllabus.
6. Understand the aims and objectives of teaching of Arts and Prepare Lesson plans for different classes.
7. Enhance skills for integrating different Art forms across school curriculum at secondary level
8. Critically evaluate the existing school syllabus of Art Teaching.
9. To enable the pupil teacher to review the Text-books and other materials of Art.
10. Apply appropriate methods and techniques of teaching particular topics at different levels and Prepare, select and utilize different teaching aids.

UNIT-I:

- Meaning, Aims, objective, concept and scope of Art, Aesthetics and Art teaching at different stages of school.
- Significance of Art in the modern school curriculum; the modern concept of Art (Indian Craft Tradition, Indian contemporary art and artists and visual art for national and international understanding).
- Pedagogical approaches for the teaching of Art teaching at different stages of school and Preparation of Lesson plan.

UNIT-II-

- Instructional materials required for planning teaching-learning of art and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art.
- Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst the groups' role of learners in negotiating and mediating learning in art.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Art.
- Organisation of an effective programme of teaching of Art - organisation of teaching learning material at junior and senior stages.

UNIT-IV-

- Identification and use of learning resources in art exploring alternative sources; Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection.
- Teaching aids in the class room teaching of Art- Importance of teaching aids, different kinds of teaching aids, audio aid, visual aids & audio-visual aids, Art room- need, importance and equipments
- Use of ICT & Using community resources in art education

UNIT-V-

- Evaluation in Art and preparation of questionbank.
- Comprehensive and Continuous Evaluation (CCE) in Art Education.
- Qualities of a good Art teacher

Practicum/Field Work

Compile articles from newspapers, magazines, and the internet discussing on Art festivals / social events and prepare report. Organization of activities such as – Drama, Poster designing, Sketching and Land escapes etc.

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

1. George Conard : The process of Art education in the elementary school Practice Hall, inc. England, Clifts No. 1, 1964.
2. Ruth Dunneth : ‘_Art and child personality’, Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
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COURSE 9: ASSESSMENT FOR LEARNING

Credit:04

Course Code- B.ED- 108

Contact Hours: 4 Hours per Week

TotalMarks:100

Internal Assessment:30

External Assessment: 70

Objectives of the course:

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

1. Understand meaning, approaches purpose and Process of assessment.
2. Discuss Assessment, evaluation, test, examination, measurement, continuous and comprehensive evaluation and grading.
3. Understand the tools and techniques of assessing learning, good evaluation tools and types of items
4. Describe the Quantitative and qualitative aspects of assessment and various kinds of tasks and tests
5. Understand the Purposes of reporting, Teacher competencies in assessment tools, Data analysis, feedback and reporting.
6. Understand the critical role and importance of statistics, central tendencies and graphical presentations

UNIT-I –

- Meaning, Concept and Process of Assessment,
- Approaches of assessment: Traditional, Constrictive, Formative,& Summative, Continuous and Comprehensive Evaluation
- 'Assessment of Learning' and 'Assessment for Learning'.

UNIT-II –

- Process of Assessment & Assessment for further Learning

- Importance of Recording and reporting in Assessment & use of Feedback
- Continuous and comprehensive assessment and grading: need, importance and process

UNIT-III –

- Methods, tools and techniques of assessing learning, teacher made and standardised Achievement tests
- Characteristics of a good evaluation tool- validity, reliability, objectivity and practicability
- Types of Items- Objective type, short answer type & Preparation of Achievement test

UNIT-IV–

- Qualitative and quantitative aspects of Assessment
- Kind of tasks: Projects, assignments, performance based, observation, worksheets, practical work, seminar and reports, interview, self reporting,
- Kinds of tests, checklist, rating scale, cumulative records, questionnaire, inventory, schedule, anecdotal – records – merit and demerit

UNIT-V–

- Role and importance of statistics in analyzing data
- Measures of central tendency and variability
- Graphical presentation of Data

Field Work / Practicum:-

Development of Achievement test & blueprint

Pedagogy:- Classroom interaction, discussion .

Reference:

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- 2- iky]gljkt, o'kek]eatwyrk%2009%ekiuvkdyu, oewY;kaduf'k{kk idk'ku]t; ijA 3- ikMs;]ph?kj%2010%]f'k{kkesekiuewY;kadu]Hkonh; idk'ku]Q:tkoknA
- 4- 'kekZT;ksfr%2009%]kf{kdek iu, oewY;kadu]vxoku idk'ku]vixjka
- 5- East, Lorna M. 2010. Assessment as learning. SagePublications.

PRE - INTERNSHIP (SECOND SEMESTER)

Course Code: B. Ed: 109

Total Marks: 100

Total credits-04

(Two week internship in practicing schools)

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 10 lessons	10+10=20
Participation any Two Co-curricular activity and preparation of Report	05+05=10
Two criticism lesson plan in both teaching subjects	15+15=30
Five Micro lesson plan in each teaching subjects for different skills	05+05=10
Student teachers function with the regular teachers in the school (day to day functioning along with teaching learning on the basis of the record produced by the student teacher. Verified by the School Principal and concerning Subject Teacher)	10
Exhibition of work done by the students during the Internship programme (In the Department)	20
*TOTAL MARKS ALLOTTED FOR THE ABOVE MENTIONED ACTIVITIES	100
The board of examiners (One External (the External examiner will be appointed within the university) and one internal Examiner) will evaluate all the above mentioned activities and records also.	

SEMESTER - III

(July to December including exam)

Course Name	Course Code	Hours per week 04	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course <i>EPC 2</i> : Drama and Art in Education	B.ED -110	45 Minutes per Day	60	100	30	70	4
School Internship	B.ED-111	Total - 18 weeks (16 weeks school internship + 2 weeks community engagement)		400	150	250	16
Total				500			20
<ul style="list-style-type: none"> • All the activities related to course EPC-2 will be performed during the School internship period as well as in the respective departments. • All the activities related to course EPC-2 (for 30 & 70 marks) and School Internship (for 150 marks and 250 marks= 400 marks) will be evaluated by one internal examiner and two external examiners. 							

Course EPC 2: Drama and Art in Education

(Activity Based)

Credit: 04

Course Code: B. ED- 110

Total Marks: 100

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

1. Learn role of Drama in Education
2. Perform drama for social change.
3. Express self for creativity and use of art in teaching-learning.
4. Celebrate Cultural festivals for aesthetic sensibilities.

ACTIVITIES:-

- Drama draws Physical, emotional, intellectual and other faculties together in a movement (Life itself), as a form of self-expression for enhancing creativity. Use of Art & Craft in teaching-learning process
- **Celebrate** Cultural festivals-regional, national, & international and their importance
- Street Theatre, make Reality through fantasy, Development of aesthetic sensibilities through Drama & Art among the students

Field Work / Practicum:- Visit & report on local culture and art forms and interpret art works, movies and other Media, Script writing and above mentioned activities

Pedagogy:- Activities

References

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.

3. Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. Lowenfeld Viktor . Creative and Mental Growth.
6. Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. Read, Herbert. Education through art [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

INTERNSHIP- SEMESTER-III

COURSE CODE- B. Ed -111

School Internship - 16+2*= 18 weeks (16 weeks for school internship and two Weeks for community visit)

(Teaching Practice & Practical Work)

Total Marks: 400

Credit: 16

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 90 lessons	20+20=40
Final criticism lesson in both teaching subjects	15+15=30
Classroom based research projects (Action Research)	05+05=10
A portfolio will be maintained by Student teacher of day to day functioning along with teaching learning - Study of school Calendar, time table, assessment schedule, Verified by the School Principal and concerning Subject Teacher)	10
Exhibition of work done by the students during the Internship programme (In the Department)	20

Two weeks – Society and Community visits & Report to be prepared	40
Final Teaching in Both Teaching Subjects	250
The board of examiners (Two External and one internal Examiner) will evaluate all the above mentioned activities and records also.	Total -400

SEMESTER - IV

COURSE OUTLINE FOR SEMESTER –IV

(January –June)

Course Name	Course-Code	Hours per week	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course 6: Gender, School and Society	B.ED – 112	45 Minutes	60	100	30	70	04
Course 8 Knowledge and Curriculum – Part II	B.ED – 113	Do -	60	100	30	70	04
Course 10 : Creating an Inclusive School	B.ED – 114	Do -	60	100	30	70	04
Course 11 : Optional Course (Any one from among the Following) h) Vocational/ Work Education i) Health and Physical	B.ED – 115 B.ED-115-I B.ED-115-II	Do -	60	100	30	70	04

Education							
j) Peace Education	B.ED-115-III						
k) Guidance and Counselling	B.ED-115-IV						
l) Distance Education	B.ED-115-V						
m) Environmental Education	B.ED-115-VI						
n) Value Education	B.ED-115-VII						
Course EPC- 3: Critical Understanding of ICT & Course EPC -4: Understanding the Self	B.ED-116 & 117	Do -	60 30X2= 60	100 50X2 = 100	30 15X2= 30	70 35X2 =70	04 2X2=4
Total				500			20
<ul style="list-style-type: none"> • <i>Task, Assignments, Field work and Practicum for course -6, 8, 10 and 11 and all the activities related to course EPC-3 & EPC-4 will be evaluated by one internal and one external examiner also.</i> • <i>Co curricular activities Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i> 							
Grand total (credits) Semester-I to Semester-IV				2000			80

Course 6: Gender, School and Society

Course Code: B.ED-112

Credit: 04

Total Marks: 100

Internal Marks: 30

Contact Hours: 4 Hours per Week

External Marks: 70

Objectives of the Course:

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

1. Understand the concept of Gender and gendered roles in society.
2. Develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereo - type empowerment, equity and equality, patriarchy and feminism
3. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
4. Respond Gender and sexuality, Sexual harassment and abuse and Safety at school & home.
5. Explain Gender identity roles, development of positive notions of body and self.
6. Describe the Role of media in gendered roles.

UNIT-I-

- Gender Issues: concepts and terms of gender in relation to sex, sexuality, patriarchy, masculinity and feminism
- gender bias, gender stereo-typing & empowerment
- Gendered roles in society - family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

UNIT-II-

- Relationships and ideas in textbooks and curricula.
- Gender and sexuality: Sexual harassment and abuse.
- Safety at school, home and beyond.

UNIT-III-

- Sexuality & Sexual Harassment- sexuality & sexual harassment in family, neighbourhood and other formal and informal institution
- Institutional redressing sexual harassment and abuse
- Role of media (Print & Electronic) in propagating popular beliefs, reinforcing gender roles in the popular culture and at school.

UNIT-IV-

- Curriculum & Gender-Curriculum framework since independence in relation to gender
- Gender issues in school, curriculum and textual materials
- Impact of policies, programmes and scheme for promotion of gender equality and empowerment

UNIT-V-

- Role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
- Gender identities and socialisation practices in- family, schools formal & informal organisation
- Schooling of girls: inequalities and resistances (issues of access, retention and exclusion)

Field Work / Practicum:- preparation of chart and posters, collection of folk lore: reflecting socialisation Process, debates and discussion on rights of girls and women

Pedagogy:- Classroom interaction, group discussion and seminar,

References

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. GOI.
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
5. Menon, N. (2012). Seeing like a feminist. India: Penguin.

6. Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. NewDelhi
7. A. Banon. Robent (2010). Social psychology, Pearson education, NewDelhi.
8. Mathur S. (2008). Sociological foundation of education, Kavita Prakashan,Jaipur.
9. Sidhu Ramindra, (2009). Sociology of education, Shri Sai Printographers, NewDelhi.
10. Nath Pramanik Rathindra, (2006). Gender equality and women's empowerment. Abhijeet Publication,Delhi
11. Malik, C.D, (2008). Social and political thought B.R. Ambedkar, Arise Publishers and Distriba, NewDelhi.
12. Naik, S.C. (2005). Society and environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi

Course 8: Knowledge and Curriculum

Course Code: B.ED-113

Credit: 04

Total Marks: 100

Internal Marks: 30

Contact Hours: 4 Hours per Week

External Marks : 70

Objectives of the Course:

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

Objectives of the Course:

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

1. Discuss the basics of modern child centered education.
2. Understand Gandhi and Tagore, Dewey and Plato/Buber/Freire in relation to Activity, discovery and dialogue.
3. Understand education in relation to modern values.
4. Conceptualize the meaning and different perspectives of curriculum and aims of education.
5. Discuss the Relationship between the curriculum framework and syllabus, transaction of syllabus into textbooks and power, ideology and the curriculum.

UNIT-I:

- Distinctions between- Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Education in relation to modern values like – Equity and Equality, & Individual opportunity
- Education and Human Resource Development

UNIT-II:-

- Social basis of education - Society, culture and Modernity. Rituals of school, its celebrations, and its notions of rules, discipline, or the time-table as the reproduction of norms in society.

- Education as an agent of social change
- Social Justice and Dignity with special reference to Ambedkar.

UNIT-III:–

- Significance of studying philosophy in understanding educational practices and problems
- Measure philosophical system- Naturalism, Idealism and Pragmatism and their salient features and impact on education; Philosophy of Rousseau and Ravindranath, Plato, Socrates, Johan Dewey.
- M.K. Gandhi: concept of basic Education, Swami Vivekanand: Man making Education & Shri Aurobindo: Integral Education

UNIT-IV:–

- Dimensions of the curriculum and their relationship with the aims of education. Curriculum as process and practice.
- Relationship between the curriculum framework and syllabus, transaction of syllabus into textbooks.
- Indian ideology and its impact on school curriculum. Review of children's literature.

UNIT-V:–

- Concepts of Nationalism, Universalism and Secularism.
- Nationalism, Universalism and Secularism in Indian Philosophy.
- Their interrelationship with education with special reference to Tagore and Krishnamurti.
- **Field Work / Practicum:-** Critically analysis of textbooks, and teachers' handbooks etc, and preparation of Reports. Book review of any one thinker. Visit to any one deprived community and prepare a report

Pedagogy: Interaction in Classroom / Group Discussion/ Case study.

Reference

1. Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
2. Tagore, R. (2003). Civilization and progress. In crisis in civilization and other essays. New Delhi: Rupa & co.

3. Pathak, A (2013). Social implications of schooling: knowledge pedagogy and consciousness. Aakarbooks.
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11. Anand, C.L. et. Al (Eds) 1983: The Teacher and Education in Emerging Indian Society, NCERT, NewDelhi.
12. Ruhela, S.P.; Philosophical and Sociological foundation of Education, Agarwal public. Agra.
13. Chaubey, S.P; Philosophical and sociological foundation of Education, Agrawal publication,Agra.
14. Mathur, S.S; A Sociological approach to Indian Education, Agrawal Publication,Agra.
15. Pachouri, Girish; Sociological foundation of Education, R. Lall. Book Depot.Meerut.
16. Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLANpublications.

COURSE 10: CREATING AN INCLUSIVE SCHOOL

CourseCode:-B.Ed-114

Credit:04

Total Marks: 100

InternalMarks :30

Contact Hours: 4 Hours per Week

External Marks:70

Objectives of the Course:

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

1. Understand concept, meaning and 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 – Its Philosophy, cultures, policies and practices.
- Concept of – special education, integrated education and Inclusive education & difference between special education, integrated education and Inclusive education
- Advantages of inclusive education for all children in the context of Right to Education

UNIT-II-

- Inclusion – definition, Importance and its provision in The National Policy on Education, 1986,
- Disability – definition, identification of the _barriers to learning and participation, policy of good practice.
- Concept, nature and characteristics of Multiple Disabilities and role of family, school and community to deal with disabled children.

UNIT-III-

- Inclusive Curriculum- Meaning & Characteristics
- Inclusive practices in classrooms for all – techniques and methods used for adaptation of content, laboratory skills and play material in Inclusive Classrooms, lesson planning and TLM.
- Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multi-sensory teaching.

UNIT-IV-

- UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006.
- Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).
- NCF 2005 & adaptation of Teaching learning material for Inclusive Education

UNIT-V-

- Various teaching strategies for inclusive classrooms
- Need for promoting inclusive practice and roles and responsibility of the teachers.
- Continuous and comprehensive evaluation in Inclusive Education.

Field Work / Practicum:- Report on role of Constitutional Provisions on Inclusive Education

References

1. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjmandi, Academic Press.
4. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R TPublication.
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 UniversityPress.
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: OPTIONAL COURSES (COURSE CODE-B.ED-115)

(ANY ONE OF THE FOLLOWING)

VOCATIONAL /WORK EDUCATION

(CourseCode-B.ED-115-I)

Credit:04

Total Marks: 100

InternalMarks:30

Contact Hours: 4 Hours per Week

External Marks:70

Objectives of the Course:

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, work experience, Streams of Vocational education, progress and present status.
- Socially useful productive work (SUPW), work education, pre vocational education and skill development.

UNIT-II-

- Vocational education- recommendations of commissions and committees in pre and post independent India.
- Policy framework under National Policy on Education
- National Knowledge Commission (2005-07) and different five years plans.

UNIT-III-

- Developmental History of Vocational education.
- Management structure, major issues, problems and challenges.
- New trends and development in Vocational education.

UNIT-IV-

- Vocationization of Education at +2 stage
- Strategies for effective implementation of Vocational education
- National Skills Qualification Framework(NSQF),

UNIT-V-

- New trends and development in Vocational education
- Entrepreneurship – Concept, characteristics, importance and competencies.
- Industry school linkage, on the job training.

Field Work / Practicum: Prepare a Report on NSQF,

Pedagogy:- Classroom interaction, Discussion, group work & guest lectures.

References – Reports of different committees and commissions

COURSES-11 - OPTIONAL COURSE

Health and Physical Education

(CourseCode-115-II)

Credit:04

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Marks:30

External Marks:70

Objectives of the Course:

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

1. Understand Health & Physical Education and its Objectives
2. Differentiate Growth and Development, Identify Opportunities in Physical Education.
3. Comprehend Laws and Rules of Games.
4. Explain Safety Measures, First Aid, Nutrients, Balancing diet and responsibilities of a teacher.

UNIT-I-

- Health: Concept, Objectives, Scope and determinants of health
- Physical Education - Concept, Objectives, Scope and Trends.
- Health and Physical Education and its relationship with other subject areas

UNIT-II-

- Health and Fitness, Growth and Development,
- Structure of Human Body and Fundamental Movement Skills.
- Identifying Opportunities in Physical Education

UNIT-III-

- Safety and security- disasters in and out side school, ways of prevention and treatments
- Physical fitness: its components and self defence activities
- Laws and Rules of various Games.

UNIT-IV-

- Performing Physical Activities, Fun with Sports,
- Performing Basic First Aid. Nutrients, Balancing diet, Importance of Water.
- Equipment and Props, Practise Sports Etiquettes

UNIT-V-

- Live with Yoga, & Respect Laws and Rules of Games.
- Role of Effective Communication in Health and Physical education
- Roles and responsibilities of a teacher

Practicum:- Preparation of sports & yoga activity file, dietary chart, first aid box. Performing of basic yogic activity

Pedagogy:- Classroom interaction, Discussion, Activities, Guest Lectures etc.

References

1. Thomas, J.P. : Organization of Physical Education Madras Y.M.C.A.
2. Sharma, J.R. Principles of Physical Education.
3. Tirunarayan, O. and Harisharan S. Methods in Physical Education A.C.P.E. Karakaikudi-4
4. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
5. 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.
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PEACE EDUCATION

(COURSECODE-115-III)

Credit:-04

Total Marks: 100

InternalMarks:30

Contact Hours: 4 Hours per Week

External Marks:70

Objectives of the Course:

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 Peacebuilding.

UNIT-I-

- Understanding peace, Objectives of peace education.
- Awareness and Challenges.
- Approaches to peace education.

UNIT-II-

- Importance of the attitudes, beliefs and values.
- Understanding conflicts, nature of conflict - intrapersonal, interpersonal, organisational, interstate and global,
- Role of social conditions and processes, resources,

UNIT-III-

- Peace building and education, Practices in and outside classroom,
- Multi-cultural identities, issues, challenges.
- Promoting peace education, Becoming peaceteacher,

UNIT-IV-

- Sensitivity to Socioeconomic approach
- Humanistic approach to evaluation.
- Stress management and empowerment of self.

UNIT-V-

- Highlights of various philosophies of peace – Gandhi, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai,.
- Role of NGOs for promoting peace education
- Roles and responsibilities of a teacher in peacebuilding

Field Work / Practicum: - Visiting websites on peace education to become familiar with National and International initiatives. Develop an action plan for peace in school and local community.

Pedagogy: Classroom Interaction, Discussion, Case studies, Seminar etc

References

1. Chapal, K.K. (1999) Non Violence to Earth and Self in Asian Tradition. New York: William Morrow Publication.
2. Harry, S.B. (1995) Building a Philosophy of Education. New Delhi: Prentice Hall of India.
3. Maurya, S.D. and Shalini (2011) Environmental Studies. Allahabad: Prayag Publication
4. NCERT (2005) National Curriculum Framework for School Education, New Delhi: NCERT.
5. UNESCO (2001) Learning the Way of Peace: A Teachers Guide to Peace Education 1-239, New Delhi: UNESCO.

GUIDANCE AND COUNSELLING

(CourseCode:115-IV)

Credit:04

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Marks:30

External Marks: 70

Objectives of the Course:

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

1. Understand the concepts of guidance andCounselling.
2. Comprehend the educational, vocational and personalguidance.
3. Explain the Process and Strategies of guidance and counsellingservices.
4. Describe Career Development, influencing factors, Career informationservices.
5. Understand the Basic Statistics in Guidance andCounselling.

UNIT-I-

- Guidance : Principles and assumptions And Problems ofGuidance
- Objectives, need, types, functions of Guidance
- Guidance for Human Development andAdjustment.

UNIT-II-

- Educational Guidance: agencies of guidance – national & statelevel
- guidance and curriculum
- guidance and class roomlearning

UNIT-III-

- Guidance of children with special needs
- Guidance of the gifted and creativestudents
- Role of teacher inGuidance

UNIT-IV-

- Education Counselling – concept, nature and process.
- Counselling Approaches – Directive and non-directive
- Group counselling vs Individual counselling

UNIT-V-

- Career Development, factors influencing Career Development.
- Various types services in Guidance and Counselling,
- Evaluation in Guidance and Counselling.

Field Work / Practicum:- Preparation and display of Guidance materials. Report on Guidance and counselling services in schools.

Pedagogy:- Classroom interaction and discussion, Workshop & Seminars etc.

Reference

1. Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
2. Singh, Y.K. 2007. Guidance and Career Counselling. APH Publishing New Delhi.
3. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
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DISTANCE EDUCATION

CourseCode:B.ED-115-V

Credit:04

Total Marks: 100

InternalMarks:30

Contact Hours: 4 Hours per Week

External Marks:70

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

1. Understand the concept, nature and scope of DistanceEducation
2. Understand the nature of Distance Education as continuous process of Development and change.
3. Understand the aims, objectives of teaching Distance Education at differentlevels.
4. Learn the techniques and methods of distanceEducation.
5. Understand the open system, correspondence education.
6. Understand communication strategies of DistanceEducation.

UNIT-I-

- **Distance Education:** Concept of ODL, history of distanceeducation
- Distance education as adiscipline
- Perspective & Future perspective ofODL.

UNIT-II-

- Open education andcorrespondence
- National and stateagencies
- DEC, Resource Centres and Regional and Study Centres: Role andresponsibilities

UNIT-III-

- Teaching strategies of distanceeducation
- Communicationstrategies
- Educationalbroadcast

UNIT-IV-

- Institutional Planning: at schoollevel.
- Support system of distanceeducation
- ICT, Self learning material, E-learning, Blendedlearning.

UNIT-V-

- Concept of Evaluation in distance education
- Need for continuous and comprehensive evaluation in distance education, On-line and on demand examination.
- Research in distance education

Practicum/ Field Work: Content Analyses and preparation of instructional material related to any unit of subject related to Distance Education / Interact with distance learners and list out their practical problems like availability of material, contact classes, periodic journals & commutation problemsetc.

Pedagogy: Classroom Interaction, Discussion, Debates, Seminar etc.

References:-

- Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas PublishingHouse.
- Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: Concept PublishingHouse.
- Kumar, Anil (1997). *Learner Performance in Distance Education*. New Delhi: CommonwealthPublishers.
- Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.
- Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APHPublishers.
- Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.
- Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: ShipraPublications.
- Rao, V.K. (2010). *Distance Education*. New Delhi: APH PublishingCorporation.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: CommonwealthPublishers.
- Singh, U.K. (1996). *Distance Education*. New Delhi: DiscoveryPublications.

ENVIRONMENTAL EDUCATION

(Course Code: B. ED-115-VI)

Credit:04

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Marks:30

External Marks:70

CourseObjectives:-

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

- Helping student teacher develop the ability to plan comprehensive units for holistic view. Analyse, intellectual discourse and essential projects.
- Understanding about the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks.
- To analyse and understand environment concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

UNIT – I:

- Environmental education: Historical background, concept, and Nature, scope and areas of EVS.
- Philosophical and epistemological basis of environmental education
- Natural and social environment: concept, its components, relationship between Man & Environment, and Man on Environment.

UNIT – II:

- Environmental Conservation- Meaning, concept, scope and need of environmental conservation and regeneration.
- Role of individual in conservation of natural resources: water, energy and food.
- Equitable uses of resources for sustainable livelihoods. Role of women in conservation of Environment.

Unit-III

- . Meaning, concept, need and importance of sustainable development.

- Biodiversity: - Meaning, concept, types, Need and important of biodiversity at global/national/locallevel.
- Economic growth and Sustainable use of forest produces. Changing Patterns of energy and waterconsumption.

Unit-IV

- Environmental Management- Meaning, concept, andimportance
- Role of local bodies in EnvironmentalManagement
- Disasters & DisasterManagement

Unit-V

- Disciplinary and Multidisciplinary approach ofEVS.
- Traditional knowledge and bio-diversityconservation
- Role of media and ecotourism in creating environmentalawareness.

Field Work / Practicum:-

Trap the knowledge of local or tribal people on medicinal use of plants and organic way of farming and present the report. Analyze the direct or indirect message of Traditional Culture/folk songs for social or natural environment enhancement. Plant at least one tree and cultivate it throughout the years. Present the report of entirework.

Pedagogy:- Debates, Discussion, Seminar and Interaction.

Reference

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4. NCERT (2004): Environmental Education in Schools, NCERT, New Delhi,Pp.112.
5. NCERT (2011): Teachers‘ Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi,Pp.316.
6. Ram,P.S. and Singh,R.(2013): Paryawaran Shiksha ke ubharate aayam, Allahabad: Sharda PustakBhawan.
7. Ramakrishnan, P.S.(2001): Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198.

8. Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia,A.(2008):
Society and Environmental Ethics, Seema Press, Varanasi, Pp.242.
9. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).: Source Book on
environmental education For Elementary Teacher Educators, NIEPA, NewDelhi.pp.278.
10. Sharma,P.D.(2001).:Ecology And Environment, Rajson Printers,NewDelhi,pp660.
11. Shukla, C.S.(2007): Paryavaran Shiksha, Alok Prakashan, Lucknow, Pp.311.
12. Singh, S.K.(2006) Environmental Education , Sapna Ashok Prakashan ,Varanasi,Pp.176
13. Singh, S.K.(2008): Environmental Education and Ethics , Amrit Prakashan ,
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VALUE EDUCATION

(Course Code:115-VII)

Credit:04

TotalMarks:100

Contact Hours: 4 Hours per Week

Internal Marks:30

External Marks:70

CourseObjectives:-

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

1. To develop insight of understanding of concept of Indian values according to time space and situation and to scientifically analyses values in Indian culture andtradition.
2. To develop positive attitude about Indian human values and understand the process of valueeducation.
3. To analyses the ethical, artistic and pleasant values and to analyze absolute values in Globalization.
4. Explain fundamental aims and values that provide the intellectual basis of contemporary education policy andpractice.
5. Engage with issues in manners that make them sensitive to promote certain educational values while marginalizingothers.

UNIT –I-

- Concept of Value Education, its need andimportance.
- Psychological, Sociological and Ecological determinants of values
- Classification of Values –Material, Social, Moral, Spiritual, Emotional andEconomical

UNIT-II -

- Moral Development of the child - Concept and Approaches (Psycho-analytical approach, learning theory approach and cognitive developmentapproach).
- Stages in value development as a dimension of an effectivedomain.
- Development of values as a personal and life longprocess

UNIT-III –

- Teaching of values as an integral part of education,
- Educational values like democratic, secular and socialistic
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.

UNIT –IV-

- Values in Indian Constitution and Fundamental Duties of citizens.
- Design and development of instructional material for nurturing values.
- Characteristics of instructional material for values.

UNIT –V-

- Values in Indian culture- Tolerance and Peace & Universal Brotherhood
- Need of value education for a teacher.
- Role of every teacher of school as a teacher of values and school curriculum as value laden

Practicum:- Analyse a co-curricular activity of school from the point of view of values inculcation and give appropriate suggestions. Identify analogical values in various religious scriptures, organize any activities to nurture it in students, and then prepare a report to this effect.

References

1. Bhatt, S.R. (1986). Knowledge, Value and Education: An Axionoetic Analysis. Delhi:
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3. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala Cantt: Associated Pub.
4. Kulshrestha, S.P. (1979). Emerging Value-pattern of Teachers and New Trends of Education in India. New Delhi: Light & Life Publishers.
5. Reddy, V. Narayan Karan (1979). Men Education and Values. New Delhi: B.R. Pub. Corp.
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COURSE EPC- 3 : CRITICAL UNDERSTANDING OF ICT

Course Code:B.ED-116

Credit:02

TotalMarks: 50

Contact Hours: 2 Hours per Week

Internal Assessment:15

ExternalAssessment:35

Objectives of the Course:

1. To provide much hands-on- experience with familiarity withcomputers.
2. To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support toteachers.
3. To evolve as a progressive and flexibleteacher.

ACTIVITIES:-

- Use of Internet - World Wide Web, Web sites; Using Search engines, Chat, E-mail, E-library, Discussion Forum, e- journals, e-reading and blogs. Use of ICT to simplifyrecord keeping, information management in education administration & Gyan Darsan , Teleconferencing- Audio, Video and Computer mediated-Skype.

Field Work / Practicum:- Preparation and presentation of power point presentation / developing transparencies. Prepare and Submit an E-assignment. Create a group in a social network of theclass.

References

1. Aggarwal Y.P. (1989), Statistical Methods - Concepts, Applications and Computation, New Delhi: Sterling



COURSE EPC 4: UNDERSTANDING THE SELF

Course Code: B.ED-117

Credit: 02

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 15

External Assessment: 35

Objectives of the Course:

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 evolve as a progressive and flexible teacher.

ACTIVITIES:-

- Effective communication skills, ability to listen and observe. Self-expression, including poetry and humour, creative movement, aesthetic representations. Practice of yoga in different contexts.

Field Work / Practicum:- Developing reflective diaries, workshop report, and yoga file, & celebrating yoga day (21st Jun).

Pedagogy:- Activity, Debate and Discussion etc.

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