

**ORDINANCE**  
**FOR**  
**B.Ed. TWO YEAR (FOUR SEMESTER)**  
**PROGRAMME**  
**FROM (SESSION 2024-25 ONWARDS)**



**SCHOOL OF EDUCATION**  
**BABU BANARASI DAS UNIVERSITY**  
**LUCKNOW**

# Bachelor of Education (B.Ed.)

## Preamble

The Bachelor of Education program, commonly referred to as B.Ed., is a professional course designed to train educators for teaching roles in upper primary or middle school (grades VI-VIII), high school (grades IX-X), and senior high school (grades XI-XII).

## Duration of the program

The B.Ed. program will span two academic years, with a flexibility to be completed within a maximum period of three years from the program's admission date/as per NCTE norms.

## Working days

There shall be at least two hundred working days each year exclusive of the period of examination and admission/as per NCTE norms.

## Admission intake

There shall be an intake of students as per the recognition given by NCTE.

## Course Fee

The B.Ed. students shall be required to pay the course fee as decided by the University from time to time.

## Eligibility

- Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the programme.
- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

## Program objectives

<b>P01</b>	Programme Objective: To Systematize experiences and strengthen the professional competency of Pupil Teachers.
<b>P02</b>	To imbibe the knowledge and develop understanding of various methods and approaches of organizing learning experiences of Secondary school students.
<b>P03</b>	To develop skills required in selecting organizing learning experiences.
<b>P04</b>	To understand the nature of the Learner and of learning process.
<b>P05</b>	To develop skills involved in dealing with the academic and personal problems of learners.
<b>P06</b>	To acquire knowledge and develop understanding about the various procedures and techniques of evaluation and in their classroom application.
<b>P07</b>	To develop skills involved in selecting, developing and using evaluation tools.
<b>P08</b>	To provide knowledge and develop understanding about various aspects of school management.
<b>P09</b>	To develop competences for organizing various instructional and student support activities.
<b>P010</b>	To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political content in general and the educational system in particular.
<b>P011</b>	Apply Ethical principle and commit to professional ethics and responsibility and norms of the teachers.
<b>P012</b>	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

## Program specific objectives

<b>PSO1</b>	Understand basic concepts and ideas of educational theory. Built understanding and prospective on the nature of the learner diversity and learning. Comprehend the role of the system of Governance and structural –Functional provisions that support school education.
<b>PSO2</b>	Develop understanding about teaching, pedagogy school management and community involvement. Built Skills & ability of communication reflection art, aesthetics, theatre, self-expression and ICT.

## Curriculum programme implementation & assessment

### (A) Theory Paper:

Total	CIA (Internal )	ESE (External)
100 (Marks)	30 (Marks) 20 Marks- Teacher Assessment (TA) 10 Marks- Attendance (AT)	70 (Marks)

CIA- Continuous Internal Assessment (As per NCTE norms)

ESE- End Semester Examination

**(B) Practical:** The Pupil teacher shall be equipped to cater to diverse need of teachers in school. Following practical work is compulsory for all the pupil teachers:

### Semester- I

#### PSE (Preliminary school Engagement)

##### School Observation and Class observation

School Observation and Class observation will be done by the pupil teachers in respect to pedagogical practice of classroom management and teaching used by the teachers for one week. At the end observation report should be submitted for evaluation. Report on roles and responsibilities by visiting reputed school for One week. Analyzing the infrastructure and various facilities available in school such as Lab, Library, Sports facility and Canteen. At the end report of school observation in school should be submitted for evaluation. It carries CIA 50 Marks.

##### Field Activity and Community work

- Field activity includes visit to old age home/ orphanage /special school.
- Community work includes program on social Issues. After the completion of the community work a report should be submitted for evaluation. It carries CIA 50 Marks.

### Semester- II

#### Practice in teaching

Practice in teaching of two school subjects for four weeks shall be conducted in schools by the pupil teacher under the supervision of teacher trainers. Pupil teacher is required to teach 15 Lesson plans in each subject i.e. a total of 30 Lesson plans. Lesson plans should be submitted at the end of the schedule for evaluation. Those who fail to teach 30 Lesson Plan in Practice in Teaching Schedule will not be eligible to appear in practice in Teaching Examination. They will be required to teach and appear for examination in the next session. CIA 30 and ESE 70 Marks will be awarded in the final practice in teaching examination. It carries a total of 100 Marks.

### **Semester- III**

#### **Reading and Reflection on text**

Reading and Reflection on text by visiting any Government/Private public library or Government/Private School library and report will be submitted for evaluation. It carries CIA 100 marks.

#### **Action Research**

Action Research training will be given to the pupil teacher under the supervision of a teacher trainer before going for internship and action research will be performed for one week in school by the pupil teacher during internship, any immediate classroom problem should be taken for the research by the pupil teacher. At the end an action research report should be submitted for evaluation. It carries CIA 100 marks.

#### **Internship**

An internship of Sixteen Weeks shall be carried out during the third semester. Here the pupil teachers are required to be placed suitably in the schools of their choice. Care must be taken to identify various types of school such as Government, Private, Urban, and Rural. A pupil teacher needs to undergo internship in not more than two types of schools: For this, pupil teachers may be allowed to choose any school from the state of Uttar Pradesh, India. During this period the student teacher shall be attached to school and he/she shall undertake such duties as are assigned to him/her by the Head master/ Principal of the school in school related activities. It carries ESE 200 Marks.

### **Semester- IV**

#### **Educational Tour & Drama and Art in Education**

##### **Educational Tour**

Educational Tour shall be of one week. At the end of the tour a report should be submitted for evaluation. It carries CIA 50 Marks.

Drama and Art in Education consists one week visit to an educational institution of performing Art/ Drama / Dance / Yoga and craft related activities shall be performed by the pupil teachers for their holistic development. At the end of drama and art in education activity a report shall be prepared. It carries CIA 50 Marks.

#### **Attendance**

Every B.Ed. student shall have to attend at least 75 % theory Course and internship classes and 100% Practice in Teaching and other components of B.Ed. programme, failing which he/she shall not be permitted for the examination.

#### **Minimum course passing criteria**

**For a theory paper:** In order to pass a theory paper a student needs to secure 40% marks separately in internal (CIA) and external (ESE) examination and overall 50% marks in whole theory paper.

**For a practical paper:** In order to pass a practical paper a student needs to secure 50% marks separately in internal (CIA) and external (ESE) examination and overall 50% marks in whole practical paper.

#### **Award of Degree**

The degree of Bachelor of Education (B.Ed.) of Babu Banarasi Das University will be awarded to candidates who have pursued a regular course in BBD University and have fulfilled all the conditions and have passed the prescribed examination criteria. Maximum years of passing B.Ed. examination are 3 years or as per Norms amended by NCTE

**Evaluation Scheme**  
**(Effective from July 2024 Onwards)**

<b>(18 Weeks )</b>		<b>SEMESTER I</b>							
<b>THEORY</b>		<b>(16 Weeks)</b>							
<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Contact Hours</b>			<b>Evaluation Scheme</b>			<b>Credits</b>
			L	T	P	CIA	ESE	Course Total	
<b>CCT</b>	<b>BED 3101</b>	Childhood and Growing up	4	1		30	70	100	5
	<b>BED 3102</b>	Philosophical and Sociological Foundation of Education	4	1		30	70	100	5
	<b>BED 3103</b>	Language Across the Curriculum	2	1		30	70	100	3
	<b>BED 3104</b>	Understanding of Disciplines	2	1		30	70	100	3
	<b>BED 3105</b>	Educational Technology and ICT	4	1		30	70	100	5
<b>PRACTICAL (2 Weeks)</b>									
<b>CCP</b>	<b>BED 3151</b>	PSE (Preliminary School Engagement ) • School observation & Class observation • Field Activity and Community Work	2 Weeks			100		100	2
		<b>Total</b>				<b>250</b>	<b>350</b>	<b>600</b>	<b>23</b>

**BED 3151**

- One week School observation and Class observation will be done by the pupil teachers in respect to pedagogical practice of classroom management and teaching used by the teachers for one week. Prepare a report on role and responsibilities by visiting a reputed school by analysing infrastructure and various facilities available in the school such as Lab, Library, Sports facility and Canteen etc.
- One week Field Activity and community work: In (a) Field activity includes a visit to an old age home/ orphanage/ special school. (b) Community work includes awareness program on social issues. A report to be prepared for the same.

**Course Category**

- **CCT-** Core Course Theory
- **ECT-** Elective Course Theory
- **CCP-** Core Course Practical

(18 Weeks)			SEMESTER II						
THEORY			(14 Weeks)						
Course Category	Course Code	Course Title	Contact Hours			Evaluation Scheme			Credits
			L	T	P	CIA	ESE	Course Total	
CCT	BED 3201	Learning and Teaching	4	1		30	70	100	5
	BED 3202	Contemporary India and Education	4	1		30	70	100	5
	BED 3203	Guidance and Counseling	2	1		30	70	100	3
Select any One Pedagogy of School Subject Elective (1)									
ECT	BED 3231	Pedagogy of School Subject -Civics	2	1		30	70	100	3
	BED 3232	Pedagogy of School Subject -Home Science							
	BED 3233	Pedagogy of School Subject -Biology							
	BED 3234	Pedagogy of School Subject -Mathematics							
	BED 3235	Pedagogy of School Subject -Geography							
	BED 3236	Pedagogy of School Subject -History							
	BED 3237	Pedagogy of School Subject -Economics							
	Select any One Pedagogy of School Subject Elective (2)								
	BED 3238	Pedagogy of School Subject -Hindi	2	1		30	70	100	3
	BED 3239	Pedagogy of School Subject -English							
	BED 3240	Pedagogy of School Subject -Science							
	BED 3241	Pedagogy of School Subject -Commerce							
PRACTICAL (4 Weeks)									
CCP	BED 3251	Practice in Teaching of 2 School Subject (30 Lesson Plan)	4 weeks			30	70	100	4
		Total				180	420	600	23

**BED3251** – Practice in Teaching of 30 lesson plan (15 in each of the two Teaching Subject) for 4 weeks in a school.

(18 weeks)									
SEMESTER III									
Practical (18 weeks)									
Course Category	Course Code	Course Title (2 Weeks)	Contact Hours			Evaluation Scheme			Credits
			L	T	P	CIA	ESE	Course Total	
CCP	BED 3351	Reading and Reflection on Text	1week			100		100	1
	BED 3352	Action Research	1week			100		100	1
(16 Weeks)									
CCP	BED 3353	Internship	16 weeks				200	200	16
		1. Morning Assembly							
		2.Attendance Register							
		3.Teachers Diary							
		4. Continuous and Comprehensive Evaluation							
		5.School Infrastructure							
		6. Any other Duties Assigned by the Principal							
		7. Notice Register							
		8.Reflections and consolidation of internship report writing							
		Total				200	200	400	18

**BED3351 & BED3352** Two week activities in school for Reading and reflection on text as per the instructions given by the teacher and Action Research should be done in school by the pupil teachers.

**BED 3353** Sixteen weeks Internship in School to be completed by pupil teachers.

(18 weeks)			SEMESTER IV						
THEORY		(16 Weeks)							
Course Category	Course Code	Course Title (14 Weeks)	Contact Hours			Evaluation Scheme			Credits
			L	T	P	CIA	ESE	Course Total	
CCT	BED 3401	Gender, School & Society	4	1		30	70	100	5
	BED 3402	Knowledge and Curriculum Perspective in Education	4	1		30	70	100	5
	BED 3403	Assessment of Learning	4	1		30	70	100	5
	BED 3404	Inclusive Education	2	1		30	70	100	3
* Select any One Elective Paper from BED 3431- BED3436									
ECT	BED 3431	Value Education	2	1		30	70	100	3
	BED 3432	Understanding the self							
	BED 3433	Environmental Education							
	BED 3434	Health and Physical Education							
	BED 3435	Adult and Population Education							
	BED 3436	Peace Education							
PRACTICAL		(2 Weeks)							
CCP	BED 3451	Educational Tour & Drama and Art in Education (Institutional Visit)	2 weeks			100		100	2
		Total				250	350	600	23

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**BED3451:** Educational Tour (1 Week) & Drama and Art in Education (1 Week)



**Syllabus**  
**Semester I**  
**BED 3101 Childhood and Growing up**

**Course Objectives:**

This course is aimed to attain the following objectives among students:

- To provide knowledge about the concept of growth and development.
- To understand the characteristics of childhood and adolescent period.
- To understand the psychological needs of differently abled children.
- To develop theoretical perspectives and an understanding stage of human development.

**Learning Outcome**

Upon successful completion of this course, students will be able to:

- Comprehend the concept of growth and development.
- Understand the specific features of childhood and adolescent as distinct stages of development.
- Aware of the current issues confronting adolescents
- Know the different stages of human development.

**Course Contents:**

Module	Course Topics
I	<b>Concept of growth and development;</b> Principles of development. Study of life span-prenatal, childhood, adolescent and stage specific characteristics. Facilitating holistic development for self and society
II	<b>Adolescence Stages:</b> Defining childhood and adolescence as a distinct stage, developmental characteristics of childhood and an adolescent: physical, cognitive, social, emotional, moral and language. Developmental task of childhood and adolescence.
III	<b>Differently Abled:</b> Children with difficult circumstances and understanding of them- Juvenile delinquency, maladjustment, identity crisis, emotionally disturbed, parent-child conflict, drug addiction, health awareness. Marginalized children-child labour, overweight/underweight children, children growing up in poverty.
IV	<b>Child development:</b> Need of understanding child development in the classroom. Problem resulting from lack of understanding of human development. Promoting development of all children in the classroom (positive classroom environment, social and emotional wellbeing of all children, addressing diversity and equalities).

**Practicum:**

- Visit to a special school and prepare a report.
- Assignment and presentation

### **Suggested Readings:**

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
3. Bhatia, H. R. (1977), Textbook of Educational Psychology, the McMillan Company of India Ltd., New Delhi.
4. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
5. Chauhan, S. S. (1988), Advanced Educational Psychology, New Delhi, Vikas Publication
6. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
7. Dhondiyal, S. and Pathak, A. (1972) Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur.
8. Gulati, Sushma (1995) Education for Creativity, New Delhi , NCERT
9. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
10. Hurlock Elizabeth(1980) Developmental Psychology: Alife span approach, New York Mc Graw Hill
11. Hurlock, E. B.( 1990) Adolescent Development, Mc Graw Hill, New York,.
12. Mangal S K(2002) Advanced Educational Psychology, New Delhi, PHI
13. Mathur S S(1987) Educational Psychology, Vinod Pustak Mandir, Agra.
14. Morgan,C.T., King, R.A., Weisz, J.R. & Schopler,J. (2001) Introduction to Psychology New York Mc Graw Hill

## BED 3102 Philosophical and Sociological Foundation of Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept, meaning and nature of educational philosophy.
- To provide the knowledge and appreciation for the contribution of philosophical thinkers.
- To enable learners in identification of relationship between educational philosophy and sociology.
- To obtain the knowledge of values enshrined in the Indian constitution.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of society, education and its interrelationship.
- Understand the Social realities of Indian society.
- Understand the significance of studying Philosophy in understanding educational practice and problem.
- Compare between Indian and western philosophers.
- Describe the values enshrined in the Indian constitution.

### Course Contents:

Module	Course Topics
I	<b>Meaning &amp; Concept of Education:</b> Meaning, concept and nature, Agencies of Education, Forms of Education, New Trends in Education, Education and its relation with other disciplines, Philosophy: Meaning, nature and scope, philosophy and its interrelation with education, scope of philosophy of education. Comparative study of Eastern and Western schools of philosophy.
II	<b>School of Philosophy:</b> Major Philosophical schools. Idealism Naturalism Pragmatism Realism  With reference to western philosophers- Plato, Aristotle, Rousseau, John Dewey and Indian Philosophers- Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore
III	<b>Sociology</b> – Meaning, Nature, Difference between Educational Sociology and Sociology of Education; Socialization – Meaning, Process, Techniques, Agencies. Society – Culture: Meaning, Features, Relation with education, Social Change: Meaning, Causes, Relation with education, Social mobility: Meaning, Types, Relation with education, Social Stratification: Meaning, Basis, Relation with education
IV	<b>Value Enshrined in constitution</b> -Concept of Democracy and its relationship with education, Secularism and its relevance to education, role of Education for National Integration and harmony

### Practicum:

- Visit to any educational institute/ Philosophical Institute/ Ram Krishna Math
- Assignment and presentation
- Book review of any one thinker

**Suggest Readings:**

1. Aggrawal, J.C. (2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
2. Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
3. Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
4. Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
5. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
6. Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
7. Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
8. Dewey, John (1997). Experience and education. New York: Touchstone.
9. Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
10. Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
11. Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications

## BED 3103 Language cross the Curriculum

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the nature and scope of language.
- To appreciate the relationship between language & culture.
- To understand the development of language and related theories.
- To be aware about communication and role of communication in classroom.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop interest in students for concept of language.
- Realize the need of language development.
- Understand about different theories related to language.
- Learn about communication skills.

### Course Content

Module	Course Topics
I	<b>Language and Curriculum Transaction:</b> Meaning of language, Definition of language, characteristics of language, Significance of language, Role & functions of language, Scope of language. Status of Indian Languages and its transaction in classroom. Theories of language learning.
II	<b>Development of Language:</b> Meaning nature & concept of development of Language, Using first and second language in the classroom, tri language system, multilingualism. Relationship of language with culture. Qualities of Language Teacher
III	<b>Theoretical Understanding:</b> theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.
IV	<b>Communication:</b> Meaning and concept, Elements of communication, Process of communication, Types of communication, Verbal and Non- verbal communication, Interpersonal, Intrapersonal, group and mass communication, ways and means to developing communication skills at schools, general barriers to communication. Principles of communication, Role of communication, Classroom of communication (verbal communication & Non-verbal communication).

### Practicum

- Participation in Extempore Presentations/ Debate/ Paragraph writing.
- Assignment and presentation

## **Suggested Reading**

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi:Sage Publications.
2. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University.
3. Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
4. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.
5. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
6. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
7. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.
8. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT

## BED 3104 Understanding of Disciplines

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of curriculum and its nature.
- To grasp the knowledge of subject and a discipline in school curriculum.
- To understand the theories related to discipline and subjects.
- To acquire the knowledge of recommendation and policies of curriculum framework.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of a subject and discipline.
- Differentiate between the discipline and subjects.
- Understand about knowledge and its policies related to disciplines.
- Acquaint with the development of curriculum with social, political and intellectual contexts.

### Course Contents:

Module	Course Topics
I	<b>Concept of Subject of Discipline:</b> Concept, History and development of Human Knowledge subjects and disciplines, knowledge generation process, Development of research methodologies in various disciplines, differences between subject and disciplines, Education as a subject & discipline.
II	<b>Concept and nature of discipline:</b> Meaning, Concept and nature curriculum. Importance of curriculum, principles of curriculum, Basis of curriculum, types of curriculums, approaches of curriculum (co- relation, Integration concentric, chronological) differences between syllabus and curriculum.
III	<b>Major disciplines:</b> Physical sciences, biological sciences, Mathematics, Social sciences, Languages, Humanities, Fine Arts, Performance Arts, place of each subject in disciplinary classification, theoretical, Applied, Productive, Professional, Integrated, Correlated, Fused, Core, Peripheral, Pure, Inter disciplinary, Multi-disciplinary and Trans disciplinary.
IV	<b>Recommendation &amp; policies of curriculum frame work:</b> Need and importance of National Curriculum Frame work 2005 & 2009, Suggestion of Secondary Education Commission (1952-1993) , Suggestion of Kothari Commission (1964-66) , National policy in education 1986, National Education Policy 2020, New trends in curriculum development.

### Practicum:

- Prepare a report on different policies based Education.
- Assignment and presentation

**Suggested Readings:**

1. Pinkley, D. (2009). *Children Learning English as a Foreign Language – Current issues in language Teaching*. Pearson Longman.
2. Ross, E.W., et. al. (2014). Social Studies Curriculum and Teaching in the Era of Standardization (pp.25-50). From Ross. E.W. (ed.) (2014). *The Social Studies Curriculum – Purposes, Problems, and Possibilities*. Albany: State University of New York.
3. Scheffler, I. (1991). Basic mathematical skills. In I. Scheffler (ed.), *In Praise of the Cognitive Emotions and Other Essays in the Philosophy of Education* (New York: Routledge), 71–79.
4. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching, *Educational Researcher*, 15(2), 4–14.
5. Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform, *Harvard Educational Review*, 57(1), 1–22.
6. Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. *Journal of Curriculum Studies*, 29:5.
7. Corrigan, D., et.al. (2011). *The professional knowledge base of Science teaching* (ed.). New York: Springer Dordrecht Heidelberg.
8. Deng, Z. (2007). Transforming the subject matter: examining the intellectual roots of pedagogical content knowledge. *Curriculum Inquiry*, 37(3), 279–295.



## BED 3105 Educational Technology and ICT

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To develop an understanding of the concept of ICT in Education.
- To develop an understanding of the psychological bases of using various support media required for ICT.
- To familiarize student-teachers with contemporary teaching- learning techniques.
- To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Explain the challenges and opportunities emerging in integrating new technology in educational process.
- Apply new trends, techniques in education in classroom situation.
- Discuss the nature and scope of educational technology and various concept of technology.
- Develop Skills and competencies for effective instructions.

### Course Content:

Module	Course Topic
I	<b>ICT in Education :</b> Concept, meaning, nature and importance of ICT in Education, Need and Scope of ICT in education, advantages and limitations of ICT in education. Dale's cone of experience, Multisensory instruction. Multisensory instructional approach and constructivist approach Models of Teaching; Meaning, concept, Scope types: Inquiry training model, Advance organizer model of Ausubel. Maxims of teaching.
II	<b>Introduction to Computers &amp; E-learning:</b> Meaning, characteristics and functioning of a computer & components of a personal computer, Internet, Computer Virus- learning: Concept and nature, web based learning, virtual classroom, EDUSAT. Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, cooperative learning.
III	<b>Instructional Design System:</b> Concept, Views, Process and stages of Development of Instructional Design, Programmed Instruction-Origin Principles characteristics and psychological foundation of PI, Types: Linear, Branching and Mathetics, Development of a Programme: Preparation, Writing, Try out and Evaluation,
IV	<b>Modalities of Teaching:</b> Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels. Organizing teaching and learning process. Micro Teaching: meaning and concept, steps. Types of Micro Teaching Skills. Modification of teaching behavior- Flanders interaction, analysis, learning process: Concept, ideas and outline the steps to use the technology in the teaching, Procedure and organization of Teleconferencing / Interactive video-experiences of institutions.

### Practicum:

- Prepare and report of effective teaching learning process with ICT.
- Assignment and presentation

### **Suggested Readings:**

1. Aggarwal J.C., (1995) *Essentials of Educational Technology – Learning Innovations*, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) *Understanding by Design, 2 Edition, Association for Supervision and Curriculum Development*
3. Kumar, K.L.(2000) *Educational Technology*, New Age International (P) Ltd. Publishers, New Delhi.
4. Bengalee, Coomi (1986). *Introduction to Educational Technology: Innovations in Education*. Mumbai: Saith.
5. Bhatia, K.K. (2001) *Foundation of Teaching Learning Process*. Ludhiyana: Tandon Publishers.
6. Bhatt, B. D., Sharma, S. R.(1992) *Educational Technology: Concept and Technique*. New Delhi: Kanishka Pub. House.
7. Dahiya, S.S. (2008). *Educational Technology: Towards Better Teaches Preference*. Delhi: Shirpa Publication.
8. Das, R. C.(1993). *Education Technology: A Basic Text*. New Delhi: Sterling.
9. Jain, P. (2004). *Educational technology*. New Delhi: Dominant.
10. Joyce, B. (2009). *Models of Teaching*. New Delhi: Phi Learning.
11. Kumari, S. (2006). *Increasing Role of Technology in Education*. Delhi: Isha.

## **BED3151- PSE (Preliminary school Engagement)**

### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To develop strategies to classroom management and positive learning environment.
- To Aware the infrastructure facilities and working conditions in school
- To relate theory with practice.
- To learn techniques to actively engage and motivate students.
- To cultivate empathy and compassion among students.

### **Learning Outcome**

Upon successful completion of this course, students will be able to:

- Know the different teaching skills and classroom management.
- Understand the working condition and infrastructure facilities.
- Stimulate interest and curiosity in the subject area.
- Enhance understanding of social issues.
- Develop empathy, compassion, and sensitivity towards individuals.

### **Course Contents:**

- (a) **One Week School Observation and Class Observation:** (a) It will be done by the pupil teachers in respect to pedagogical practice of classroom management and teaching used by the teachers for one week. At the end class observation report should be submitted for evaluation. (b) Report to be prepared on roles and responsibilities by visiting reputed school. Analyzing infrastructure and various facilities available in school such as Lab, Library, Sports facility and Canteen etc. At the end reports should be submitted for evaluation.
- (b) **One Week Field Activity and Community Work:** (a) Field activity includes visit to old age home/ orphanage /special school. (b) Community Work includes Awareness program on social Issues, after visit a report to be prepared. At the end reports should be submitted for evaluation.

## Semester II

### BED 3201 Learning and Teaching

#### Course Objectives:

This course is aimed to attain the following objectives among students:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of personality with a focus on cognitive views of learning and adjustment.

#### Learning Outcome

Upon successful completion of this course, students will be able to:

- Comprehend the concept and nature of learning and teaching.
- Develop Knowledge the different dimensions of learning.
- Understand the nature context different kinds of teaching & learning.
- Acquaint an understanding of different theoretical perspectives of learning.
- Comprehend with the concept and nature of Intelligence, Personality and Adjustment.

#### Course Contents:

Module	Course Topics
I	<b>Development and Learning:</b> Learning: meaning, definition, concept, Teaching: meaning, definition and Concept, difference between teaching and learning. Domains of Learning, factors affecting learning, kinds of learning.
II	<b>Theories of Learning:</b> (a) Theories of Learning (Concepts, Principles and applicability in different learning situations): -Thorndike, Pavlov, Skinner, Kohler. (b) Meaning of 'Cognition' and its role in learning, Socio-Cultural factors influencing on cognition and learning. Role of a teacher in a teaching-learning context, Transfer of learning: meaning, definition types and theories.
III	<b>Intelligence and Motivation:</b> Defining Intelligence Nature of Intelligence, and the role of Heredity and Environment, Theories of Intelligence : (a) Spearman's Two Factor theory (b) Guilford's Factor Analytical Theory (c)Thorndike (d) Thurston Individual Tests – Verbal Tests Group Tests : Verbal/Non Verbal Motivation-Meaning and need, difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies.
IV	<b>Personality and Adjustment:</b> Meaning and Nature of Personality Theories of Personality (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung (b) Trait Approach – Cattell. Meaning and nature of Adjustment (in the context of teaching and learning) Methods of Adjustment – Direct methods/Indirect methods. Characteristics of a Well-Adjusted Person.

**Practicum:**

- Prepare a report on study of School going child.
- Assignments and Presentations.

**Suggested Readings:**

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
3. Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.
4. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
5. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.
6. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
7. Dhondiyal, S. and Pathak, A. (1972) Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur.
8. Gulati, Sushma (1995) Education for Creativity, New Delhi, NCERT.
9. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
10. Hurlock, E. B. (1990) Adolescent Development, McGraw Hill, New York.
11. Mangal S.K. (2002) Advanced Educational Psychology, New Delhi, PHI
12. Mathur S.S. (1987) Educational Psychology, Vinod Pustak Mandir, Agra

## BED 3202 Contemporary India and Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To gain Knowledge of the diversity of Indian society.
- To gain Knowledge of Indian Education systems in pre independence and post-independence India.
- To understand about different policies and programmes in Independent India.
- To educate significant trends, issues and challenges in contemporary Indian education.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand and appreciate the diversity of Indian society manifested in various forms such as region, caste, culture and language.
- Understand the development of education system in India during various historical periods with specific context to access and quality.
- Analyse and appreciate the role of education in socio-political transformation and economic reconstruction.
- Understand and analyse the education policy during various regimes in contemporary India and its implications for the access, social justice and quality of life.

Module	Course Topics
I	<b>Contemporary India:</b> Social Stratification-forms and function; caste and class; region and religion, Educational scenario of India: diversity in terms of educational opportunities- religion, caste, class, gender, language, Challenges in achieving universal elementary education, Role of education in creating positive attitude towards diversity, Impact of Urbanization; Industrialization; Globalization, modernization.
II	<b>Constitutional Provisions and Education:</b> Constitutional provisions on education that reflect National ideals, Democracy and the values of equality, Social justice, freedom, concern for others, well-being, secularism, respect for human dignity and rights, India as an evolving Nation: Vision, Nature and Salient, Features – Democratic and Secular polity, Federal structure: Implications for educational system, Aims and purposes of education drawn from constitutional provision; Fundamental Rights & Duties of Citizens, Role of Central and State governments in the development of education.
III	<b>Policy Framework for Development of Education in India :</b> Overview of educational reform in the Pre-independence period Macaulay 'minutes, Wood & Dispatch, Hunter Commissions; Sergeant Report, Basic education; Education in Post Independence Period: University Education Commission (1948) Mudaliar Commission(1952) Education Commission (1964-66); NPE 1968, NPE 1986, Learning Without Burden-1993, NEP 2020,
IV	<b>Contemporary Indian Education: Initiatives of Government of India:</b> Sarva Shiksha Abhiyan (SSA 2001), Rashtriya Madhyamik Shiksha Abhiyan (RMSA 2009), Mid-day Meal, Challenges in Implementation of RTE Act 2009, Right to Education-2009 and Universal Access:(a) Universal enrolment (b) Universal retention (c)Universal success , Issues of quality and equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- able children) , Equality of Educational Opportunity, Meaning of equality and constitutional provisions

**Practicum:**

- Survey of nearby locality to find out the causes of low literacy.
- Assignment and presentation

**Suggested Readings:**

1. Aikara, Jacob (2004) Education: Sociological Perspectives, Jaipur : Rawat Publications.
2. Basant ,Rakeshand Gitanjali Sen(2014), “Access to Higher Education in India :An Exploration of its Antecedents”, Economic and Political Weekly, Vol.XLIX, No.51, (2020) December.
3. Ghosh, Suresh Chandra (2007), History of Education in India, Jaipur : Rawat Publications.
4. Gore, M.S. (1982), Education and Modernization in India, Jaipur: Rawat Publications.
5. Govinda, R. (ed) (2011), Who Goes to School: Exploring Exclusion in Indian Education, Delhi: Oxford University press.
6. Kumar, Krishna (2005), Political Agenda of Education: A Study of Colonialist and Nationalist ideas, New Delhi: Sage Publications.
7. Lal, Raman Bihari and Sunita Palod (2012), Shikshik Chintan evam Prayog: Udiyaman Bhartiya Samaj me Shikshak, Meerut: R. Lal

## BED 3203 Guidance and Counseling

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of Guidance and Counselling and its relationship with education.
- To understand Essential Guidance services and Guidance programme.
- To attain the knowledge of psychological measurement in Guidance and Counselling and its utility.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the need of Guidance and Counselling and its relationship to Education.
- Understand essential Guidance services and Guidance programme.
- Get an idea of psychological measurement in Guidance and Counselling and its utility.

### Course Contents:

Module	Course Topics
I	<b>Nature, meaning and scope:</b> Need of guidance from different point of view Major Areas of Guidance. Educational Guidance: Meaning, functions and need of educational guidance at secondary level. Vocational Guidance: Meaning, functions and need of vocational guidance at secondary level. Personal Guidance: Meaning, functions and need of personal guidance at secondary level.
II	<b>Essential Guidance Services:</b> Orientation service, information service, placement service, follows up service, counseling service and remedial service. Guidance programme and organization of guidance programme at Secondary level.
III	<b>Counseling:</b> Concept, meaning, purpose, techniques and types of counseling. Use of different type of tests: Intelligence, personality, aptitude, interest and attitude. Interpretation of test data by the counselor.
IV	<b>Counselor:</b> Role, responsibilities and qualities of a good counselor. Ethical principles of Counselling. Role of teacher as a counselor. Guidance and Counseling Centers: Need, objectives and functions.

### Practicum:

- Will guide at least two students and its report writing.
- Assignment and presentation.



### Suggested Readings:

1. Baker, S.B. (1996). *School Counseling for the Twenty-First Century*. Englewood Cliffs, NJ: Prentice Hall.
2. Beale, A., and McCay, E. (2001). Selecting School Counselors: What Administrators Should Look for in Prospective Counselors. *Clearing House*, 74(5): 257-260.
3. Campbell, C.A., and Dahir, C.A. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.
4. Fitch, T.J., and Ballesterio, V. (2001). Future School Administrators? Perceptions of the School Counselor's Role. *Counselor Education and Supervision*, 41(2): 88-99.
5. Frankel, M., Kohnke, L., Buonanno, D., and Tourangeau, R. (1981). *High School and Beyond: A National Longitudinal Study for the 1980's. Sample Design Report*. Chicago: National Opinion Research Center.
6. Perusse, R., Goodnough, G.E., and Noel, C.J. (2001). A National Survey of School Counselor Preparation Programs: Screening Methods, Faculty Experiences, Curricular Content, and Fieldwork Requirements. *Counselor Education and Supervision*, 40(4): 252-262.
7. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
9. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
10. Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.

## BED3231 Pedagogy of School Subject- Civics

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept and nature of civics in school curriculum.
- To understand the concept of national emblem and constitution.
- To attain the knowledge of various maxims of teaching civics.
- To attain the knowledge of different strategies and innovative practices of teaching civics

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the Importance of teaching Civics.
- Acquire content knowledge of methods of civics
- Understand the steps involved in lesson planning.
- Understand the Principles involved in the construction of syllabus for civics.
- Cultivate the Qualities of good Civics teacher.

### Course Contents:

Module	Course Topics
I	<b>Concept, Nature &amp; Scope of civics:</b> Need and Importance of civics in school, Correlation of civics with other subjects, Aims and objectives of teaching civics at secondary and senior secondary level .
II	<b>Rastriya Pratik aur chinha:</b> Panchayti Raj, local bodies and gram panchayat, Samvidhan: Vishestaye, Maulik Adhikar, Kartavya, Niti Nirdeshak tatva. Sansad; Loksabha, Rajya sabha, Rastrapati, Pradhanmantri-Adhikar aur saktiya. Vidhansabha, Vidhan parishad, Rastriya ekta, Anterrastriya sadbhavna.
III	<b>Meaning and concept of curriculum:</b> general principles of curriculum framing in civics, Lesson Planning- it Importance and types (Herbart and Bloom), General Principles and Maxims of Teaching Civics, Qualities of good civics teacher.
IV	<b>Various Methods and strategies of teaching civics:</b> project, problem solving, observation method, role play methods, lecture, Discussion, Brain Storming. Innovative Practice in civics teaching: field trip, seminar, Group Discussion Teaching Aids for civics: Audio Visual aids- Blackboard, Real Objects, Model, Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation, Evaluation of civics Teaching – Diagnostic testing and Remedial teaching.

### Practicum:

- Study a local Election awareness program.
- Assignment and its presentation.

### **Suggested Readings:**

1. Aggarwal, N. N., et. al. (1978), Principles of Political Science, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), The Teaching of Social Studies, Delhi: University Publishers.
8. Wesley, F. B. (1950), Teaching social Studies in High School, Boston: D.C., Heath & Co.
9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.
10. Fenton, Edwin (1967), The New Social Studies, New York: Hlot Rinehart & Winston, Inc.
11. Finer, (1953), Teaching Techniques in Social Studies, New York: Bank Street Publication.
12. Gleeson Denis & Whitty Geoff (1976), Developments in Social Studies Teaching, London: Open Book.
13. Verma, S. P. (1975), Modern Political Theory, New Delhi: Vikas Publishing House.

## BED3232 Pedagogy of School Subject- Home Science

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To understand and use the techniques for assessment of students performance.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Know about the concept meaning and scope of Home Science and objectives of teaching Home Science
- Know and apply various techniques and approaches of Teaching of Home Science.
- Understand lesson planning and instructions in Home Science.
- Understand the evaluation of Home Science teaching.

### Course Contents:

Module	Course Topics
I	<b>Meaning and scope of Home Science:</b> Importance of Home Science in school curriculum. Aims and objective of teaching Home Science, writing objectives in behavioral terms, Laboratory-Features of home science laboratory, planning, organizations and maintenance of home science laboratory, Textbooks of home science. Qualities of home science teachers.
II	<b>Concept of balanced Diet and its Nutrients:</b> Concept of common disease and its prevention, Concept of Health and Hygiene and its importance in our daily life, Concept of child growth and Development and basic saving practices, General awareness of application of Home Science in our daily life working. Concept of Interior Decoration and Utility of waste products, Concept about basic fibers and its maintenance Concept of basic stitches, used in different embroideries.
III	<b>Planning and Designing for Effective Instruction in Home Science :</b> Planning for instructional process – need, advantages and strategies, Micro Teaching, Unit Planning and Lesson planning, Approaches and Methods of Teaching Home Science , Discussion method , Demonstration method , Laboratory work , Project method , Problem solving method.
IV	<b>Evaluation:</b> Concept , Technique and its Importance, Continuous Comprehensive Evaluation: Scope and Effective use in Home Science Teaching- Learning, Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.

### Practicum

- Diet planning and related recipes.
- Preparation of different recipes.
- Samples of embroidery stitches
- Assignment and presentation

### **Suggested Readings:**

1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: the Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
2. Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
3. Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
4. Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
5. Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
6. Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.
7. Hall & Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd. 1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
8. Broudy,Harry S.and Palmer,John R.(1966) Examples of Teaching Method,Chicago, Second Printing,Chicago, Rand McNally & Co.
9. Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
10. Dale Edgar(1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, NewYork.
11. Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
12. Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.

## BED3233 Pedagogy of School Subject- Biology

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- To acquire a conceptual understanding of the Pedagogy of Biology.
- To acquire and learn specific laboratory skills to conduct practical work in Biology.
- To understand and use the techniques for assessment of student's performance.
- To involve as a reflective practitioner through use of innovative practices in the teaching of Biology.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Comprehend the basic understanding of the nature of Biology and its interface with Society.
- Understand the concept of aims and objectives of teaching Biology.
- Acquaint with the conceptual understanding of the Pedagogy of Biology.
- Understand the evaluation of Biology teaching.
- Use of innovative practices in the teaching of Biology.

### Course Contents:

Module	Course Topics
I	<b>Meaning and scope of Biological Sciences:</b> Importance of Biology in school curriculum. Aims and objective of teaching biology, writing objectives in behavioral terms, Laboratory-Features of Biology laboratory, planning, organizations and maintenance of biology laboratory, Textbooks of biology. Qualities of biology teachers.
II	<b>Cell and its organelles:</b> Types and part of plant, Introduction to plant process Photosynthesis, Transpiration, Movement, Nutrition, and Reproduction. Introduction to Animal processes, Digestion, Respiration, Locomotion, and Blood circulation, Excretion, Reproduction, Control and Co-ordination, Adaptation in Plant and Animals. Useful Plants and Animals. Food; Sources, Components, Balanced diet, Deficiency diseases, Ecosystem, Types, Food chain and Food web, Energy Cycles, Pollution. Green House Effect, Global warming, Acid rain.
III	<b>Planning and Designing for Effective Instruction in Biology:</b> Planning for instructional process – need, advantages and strategies, Micro Teaching, Unit Planning and Lesson planning. Approaches and Methods of Teaching Biology- Discussion method, Demonstration method Laboratory work, Project method, Problem solving method.
IV	<b>Evaluation:</b> Concept, Technique and its Importance, Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching- Learning, Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.

### Practicum:

- Develop a working model
- Students to be engaged in the practice of proper handling of Laboratory Equipment and specimen.
- Assignment and presentation

**Suggested Readings:**

1. Kulshreshtha. S.P. (2016) Teaching of Biological sciences, Laxmi Book Depot. Bhiwani
2. Mangal, S.K(2019) Teaching of Biology Science, Bookman, New Delhi.
3. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
4. Heller, R. (1967), New Trends in Biology Teaching, Paris: UNESCO
5. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences,
6. NCERT (1969), Improving Instructions in Biology, New Delhi.
7. Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
8. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London
9. Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.
10. Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
11. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

## BED3234 Pedagogy of School Subject- Mathematics

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the nature of Mathematics as a discipline.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at secondary level.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Provide content enrichment for better learning of Mathematics.
- Understand the nature, objectives and scope of Mathematics
- Appreciate the historical perspective and contribution of Indian Mathematicians.
- Understand the principles, process and relationships to design appropriate strategies for Mathematics teaching.
- Appreciate relationship to generalize, to analyse and to reason out.

### Course Contents:

Module	Course Topics
I	<b>Introduction to Mathematics:</b> Introduction to Mathematics education, Nature of Mathematics. Scope of Mathematics, Need and importance of Mathematics at secondary stage, Developing objectives of teaching Mathematics in behavioral terms, Correlation of Mathematics with other subjects, Historical developments in Mathematics Contributions of Indian Mathematicians- Aryabhatta, Bhaskaracharya and S. Ramanujan.
II	<b>Place of Mathematics in secondary school curriculum:</b> Critical evaluation of Mathematics curriculum at the secondary stage according to NCF, Qualities of a good Mathematics textbook and its evaluation (Content analysis), Professional competencies of a Mathematics teacher.
III	<b>Instructional strategies and methods of teaching mathematics:</b> Inductive and deductive approach. Analytic and synthetic approach, Heuristic and project approach. Various techniques of teaching Mathematics: oral, written, drill and assignment. Micro Teaching, Unit Planning and Lesson planning. Teaching of Arithmetic, Algebra, Geometry, Mensuration and Statistics at secondary level. Development and use of Mathematics club in school.
IV	<b>Technology Integration and Evaluation with technology Integration:</b> Planning with the integrating Technology for inquiry, Diagnostic test and remedial teaching in Mathematics, Continuous and Comprehensive Evaluation, Achievement Test. Need and importance of class tests, Action research: Concept and Identification of problems faced by the teachers in the classroom.

### Practicum:

- Prepare a Mathematics quiz for secondary level students.
- Assignment and presentation



**Suggested Readings:**

1. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
2. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
3. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
4. Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics:Gonnet Imprimeur, 01300 Belley, France.
5. Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
6. Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
7. Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing MathematicsLaboratory in Schools. New Delhi: NCERT.
8. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
9. Servas,Wand T.Varga. Teachings School Mathematics- UNESCO Service Book.
10. Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics.New Delhi: NCERT
11. Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
12. Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
13. Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

## BED3235 Pedagogy of School Subject- Geography

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of geography and its various aspects.
- To provide the knowledge of various geographical factors in geography teaching.
- To make aware about nature and concept of teaching geography.
- To give knowledge of different instructional inputs in geography teaching.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand about the concept of geography and its various aspects.
- Understand content knowledge of geography.
- Acquire knowledge about the different methods of teaching in geography teaching.
- Acquire knowledge of the tools and techniques for the evaluation of geography teaching.

### Course Contents:

Module	Course Topics
I	<b>Meaning of Geography and development:</b> meaning, concept and scope of Geography, Earth and Continents with its characteristics, Solar system, Atmosphere and Climate. Place of Geography in school curriculum.
II	<b>Production in India:</b> Its factors, Factors affecting geographical conditions, Survey and Map reading, Geography text book and its evaluation External Agents of Change
III	<b>Nature and concept of teaching geography:</b> Place of Geography in curriculum, learning outcomes, Aims and objectives of Geography teaching, changing objectives, writing objectives in behavioral terms, Aspects of evaluation – continuous vs. comprehensive, process, formative vs. summative, cognitive vs. non-cognitive, tools of evaluation, Textbook of Geography.
IV	<b>Instructional inputs in Geography teaching:</b> Teacher directed, learner directed and group directed instructional input. Tools of teaching geography -map, scale, model, symbols, globe, excursion, local resources, Use of media in Geography teaching, Lesson planning based on different methods (Project, problem solving, brainstorming etc.) Remedial and diagnostic teaching.

### Practicum:

- Pupil teachers will collect some geographical materials and compare it and report writing
- Assignment and presentation.

**Suggested readings:**

1. Arora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers
2. Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
3. Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
4. Dhamija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
5. Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
6. Hall David (1976), Geography and Geography Teacher, London: Unwin Eduation Books.
7. Huckle J. (1983), Geographical Education Reflection and Acion, London: Oxford University Press.
8. Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapur: Oxford University Press.
9. Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Pub. Ltd.

## BED3236 Pedagogy of School Subject- History

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To provide knowledge of history as a school subject- importance need and scope.
- To understand the concept of ancient, medieval and modern history.
- To know about evaluation techniques in history as a subject.
- To give knowledge of different methods and approaches of teaching history.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Develop interest in student for history.
- Develop historical imagination among students.
- Effectively learn history teaching skills in classroom.
- Grasp methods and techniques of history teaching.

### Course Contents:

Module	Course Topics
I	<b>Introduction of history:</b> Different Approaches of History, Important, need and scope of History, Is History a science or an art?, Relation of History with other subjects, Place of History in school curriculum,
II	<b>Ancient History:</b> Indus civilization (its features), Vedic civilization, Jain and Buddhist, Maurya and Gupta Period, Medieval Period- Introduction of Muslim Culture in India with the Sultanate Period and Mughal Period, Modern History- Report of 1857, National Movements from 1885 to 1947
III	<b>History Teaching:</b> it aims and objectives, writing objectives in behavioral terms, Textbook of History(Criteria of good textbook), History Teacher- Qualities and their role in society, History Classroom- Organization and maintenance, Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion.
IV	<b>Method &amp;Techniques:</b> Approaches of Teaching History, Teaching aids and Media in teaching of History, Lesson Planning- it Importance and types (Herbart and Bloom), Remedial and Diagnostic Teaching.

### Practicum:

- Visit to a local place of historical importance and report writing
- Assignment and presentation.

**Suggested Readings:**

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
4. Dixit, U. and Bughela (1972), Itihas shikshan, Jaipur: Hindi Ganth Academy.
5. Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press.
6. Gunning, Dennis (1978), The Teaching of History, London: Goom Helm Ltd. Jarvis, C. H., Teaching of History.
8. Khan S.U. (1998), History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
9. Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.
11. Mujeeb, M. (1960), World History: Our Heritage, Bombay: Asia Publishers
12. Shaida, B. D. and Singh, S. (1973), Teaching of History, Jullundur: Dhanpat Rai & Sons.
14. Weech, S.K.I. (1951), History of the World London: Odhas Press Ltd.

## BED3237 Pedagogy of School Subject- Economics

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept and importance of Economics and characteristics of Indian economy.
- To provide knowledge of basic concepts of economics as a subject at secondary level.
- To encourage the knowledge of various devices and methods of teaching economics.
- To provide knowledge of Evaluation techniques and construction of model question paper.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Acquire knowledge about basic facts, concept, law, Principles and trends in Economics.
- Acquire knowledge and understanding of aims and objectives in behavioural terms.
- Understand the various devices and methods of teaching economics and develop skills and abilities to select appropriate methods and apply them effectively.
- Acquire the knowledge of economics curriculum.
- Develop skills in organizing planning –learning of experiments in writing and organizing the lesson plan.

### Course Contents:

Module	Course Topics
I	<b>Concept, nature, scope and types of economy:</b> some problems related to different type of Economy, Characteristics of Indian Economy, Main Sectors of Indian Economy- Agriculture, Industry and Service.
II	<b>Meaning, need and theories:</b> Demand and Supply, Income and Employment, National Income, Budget, Role of banks in Economy, Its effect on market. Economic Infrastructure: Physical and human, Consumer Awareness, Effect of Globalization on Economy.
III	<b>Importance of Economics:</b> as a discipline at secondary level and its correlation with other subjects Aims and objectives of teaching Economics. Writing objectives in behavioral terms, Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom), Importance of Teaching Aids, Qualities of Economics teacher, role of the teacher in the content society, Textbook of Economics- Criteria of a good textbook, Evaluation techniques in economics.
IV	<b>Methods, techniques and approaches of teaching economics:</b> Team teaching, Discussion, Problem solving, Inductive-deductive approach etc, Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc and its uses, Diagnostic and Remedial teaching, Organization of Economics room

### Practicum:

- Case study of functioning of a particular branch of any nationalized bank.
- Assignment and Presentation

**Suggested Readings:**

1. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
2. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
3. Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
4. Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.
5. Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
6. Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
7. Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.
8. Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
9. Hodgkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
10. Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.
11. Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.
12. Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
13. NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.
14. Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.
15. Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics, London, Macmillan.
16. Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.

## BED3238 Pedagogy of School Subject- Hindi

### Course Objectives:

This course is aimed to attain the following objectives among students:

- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- हिंदी भाषा की स्थिति हिंदी और साहित्य के इतिहास को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना।
- हिन्दी साहित्य के इतिहास से परिचित कराना।
- छात्रों के वास्तविक जीवन से सम्बन्धित करके ज्ञान प्राप्त कराना।
- शिक्षण के विभिन्न उपागमों एवं मूल्यांकन विधियों को जानना।

### Course Contents :

Module	Course Topics
I	<b>हिंदी भाषा के स्वरूप का बोध:</b> भाषा का अर्थ एवं परिभाषाएँ, भाषा की प्रकृति, भाषा के विविध रूप, भाषा का सामाजिक में जीवन में महत्व, मातृभाषा का स्थान मातृभाषा का अर्थ, महत्व, मातृभाषा का पाठ्यक्रम में स्थान, विभिन्न स्तरों के पाठ्यक्रम में मातृभाषा का स्थान अंतराष्ट्रीय स्तर पर ज्ञान की भाषा के रूप में हिंदी
II	<b>हिंदी भाषा की स्थिति और हिंदी साहित्य के इतिहास:</b> अन्य भाषाओं के साथ हिंदी का सम्बन्ध, हिंदी के विविध रूप, अंतराष्ट्रीय स्तर पर हिंदी ज्ञान की भाषा के रूप में हिंदी, हिंदी पढ़ने पढ़ाने की चुनौतियाँ आचार्य रामचंद्र शुक्ल का काल विभाजन, आदिकाल, रीतिकाल, आधुनिक काल। रस, रस के अंग, रस के प्रकार, छंद, छंद के अंग, छंद के प्रकार, काव्य में छंद का महत्व अलंकार, अलंकार के भेद, शब्दालंकार, अर्थालंकार
III	<b>हिंदी शिक्षण में पाठ योजना:</b> हिंदी शिक्षण में विविध पाठ योजना का निर्माण, हिंदी शिक्षण के लक्ष्य एवं उद्देश्य, व्यावहारिक दृष्टि से लेखन उद्देश्य, हिन्दी शिक्षण का उद्देश्य, सूक्ष्म शिक्षण कौशल, हिंदी शिक्षण की प्रमुख विधियाँ, हिंदी शिक्षण में प्रयुक्त शिक्षण सहायक सामग्री, हिन्दी शिक्षक के गुण एवं विशेषताएँ। भाषा विज्ञान के मुख्य सिद्धांत एवं उचित उच्चारण का महत्व, उच्चारण में दोष, कारण एवं समाधान। हिंदी शिक्षण में पाठ्य पुस्तक का महत्व।
IV	<b>हिंदी शिक्षण में मूल्यांकन :</b> मूल्यांकन का अर्थ एवं परिभाषाएँ, मूल्यांकन की विशेषताएँ, मूल्यांकन का प्रयोजन, मूल्यांकन का क्षेत्र, मूल्यांकन प्रक्रिया के सोपान, मूल्यांकन व परीक्षण में अंतर, हिंदी शिक्षण में मूल्यांकन की प्रमुख विधियाँ, हिंदी शिक्षण में मूल्यांकन का महत्व।

### Practicum

- 1— काव्य गोष्ठी, वाद-विवाद प्रतियोगिता
- 2— विभिन्न महत्वपूर्ण तिथियों पर हिन्दी से सम्बन्धित कार्यक्रम आयोजित कराना।
- 3— असाइनमेंट और प्रस्तुति



### Suggested Readings:

1. पाण्डेय, रामशकल -हिन्दी शिक्षण अग्रवाल पब्लिकेशन्स आगरा-2
2. पाण्डेय , डा. श्रुतिकान्त (2010) हिन्दी शिक्षण अभिनव आयाम, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली
3. मंगल, उमा( 2005) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005
4. चतुर्वेदी, डॉ0 शिखा (2012) हिन्दी शिक्षण, आर. लाल बुक डिपो मेरठ
5. लाल, रमन बिहारी-हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
6. जोशी, सुषमा (नवीनतम् संस्करण) हिन्दी भाषा शिक्षण, आलोक प्रकाशन, लखनऊ।
7. सिंह, सावित्री (2015) हिन्दी शिक्षण, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।
8. योगेन्द्रजीत, भाई हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
9. दत्त, भगवत भाषा का इतिहास आत्मा राम एण्ड सन्स दिल्ली-61
10. तिवारी, उदय नारायण, हिन्दी भाषा का उद्गम एवं विकास, भारती भण्डार, लीडर प्रेस इलाहाबाद
11. पचौरी, डॉ. गिरीश एवं शर्मा डॉ. सीमा (2013) हिन्दी शिक्षण, आर. लाल बुक डिपो मेरठ
12. चौहान, रीता(2018) हिंदी शिक्षण, अग्रवाल प्रकाशन, आगरा

## BED3239 Pedagogy of School Subject- English

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of English as a discipline and its importance, nature and Scope.
- To understand the concept of different aims and objectives of English teaching.
- To attain the knowledge of basic structure of the content, function and acquisition of English language.
- To understand the basic concepts of different methods and approaches of English teaching.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Develop an understanding of English as a discipline and its basic perspectives.
- Focus on the nature, scope, role and status of English Language from future perspectives.
- Understand the place of English Language in school curriculum.
- Understand the aims and objectives of English teaching with futuristic vision
- Know the Structure of the Content (English Literature & Language), Functions and Acquisition of English Language.
- Understand the teaching methods and pedagogical approaches of English Teaching.
- Develop and integrate the use of the Linguistic skills & linkage with other subjects.

### Course Contents:

Module	Course Topics
I	<b>English as a Discipline:</b> Importance, Nature and Scope Role and Status of English Language. Place of English Language in Indian school Curriculum. Role of a English Teacher. Objectives of English Teaching.
II	<b>Language, Meaning, Importance:</b> Functions of Four major Language Skills: Listening, speaking, reading and writing. Aspects and Forms of English Language, Spoken and Written Language, Phonology, Morphology, Semantics, Syntax, Teaching of Pronunciation, Vocabulary, Spelling, Reading and Writing.
III	<b>Structure of Content:</b> Basic Conceptual Scheme, Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies and autobiographies). Types of Sentences, Idioms, Phrases, Proverbs, Letter and story writing, essay, dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Paraphrasing, and text-book analysis.
IV	<b>Methods and Approaches of teaching English:</b> Direct Method, Grammar cum Translation Method, Deduction and Induction Method, Dr. Michael West's New Method, Structural and Communicative Approach. Lesson Planning for Teaching of Prose, Poetry and Grammar. Composition, Importance, Preparation and use of different Audio-Visual Teaching Aids.

### Practicum:

- Composition and creative writing: picture composition, story writing and paraphrasing.
- Preparation of teaching learning material with ICT support.
- Assignment and presentation

### **Suggested Readings:**

1. Biber, Douglas, Leech, Geoffrey N., & Conrad, Susan. (2002). Longman student grammar of spoken and written English. Longman.
2. Bowen, Tim & Marks, Jonathan. (1994). Inside teaching: options for English language teachers: Vol. Teacher development series. Heinemann.
3. Brewster, Jean, Ellis, Gail, & Girard, Denis. (1992). The primary English teacher's handbook: Vol. Penguin English library. Penguin.
4. Bygate, Martin. (1987). Speaking: Vol. Language teaching, a scheme for teacher education. Oxford University Press.
5. Carter, Ronald & Nunan, David. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.
6. Davies, Paul & Pearse, Eric. (2000). Success in English teaching: Vol. Oxford handbooks for language teachers. Oxford University Press.
7. Gardner, B. & Gardner, Felicity. (2000). Classroom English: Vol. Oxford basics. Oxford University Press.
8. Gill, Simon & Čaňková, Michaela. (2002). Intercultural activities: Vol. Oxford basics. Oxford University Press.
9. Gower, Roger, Walters, Steve, & Phillips, Diane. (2005). Teaching practice handbook: Vol. Macmillan books for teachers ([New ed.]). Macmillan.
- 10.** Hadfield, Jill. (1992). Classroom dynamics: Vol. Resource books for teachers. Oxford University Press.

## BED3240 Pedagogy of School Subject- Science

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To gain insight the meaning, nature and scope of science.
- To understand the lesson planning and teaching methods of science teaching.
- To appreciate various approaches of evaluation in science.
- To gain the knowledge of professional development programmes for science teachers.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the nature and scope of science.
- Understand the lesson planning and teaching methods of science teaching.
- Comprehend the approaches of evaluation in science.
- To acquire the knowledge of professional development programmes for science teachers.

### Course Contents:

Module	Course Topics
I	<b>Nature and Scope of Science:</b> Nature and scope of Science in daily Life, Significance of teaching Science in secondary & senior secondary schools, Aims & Objective of Teaching of Science: General and Specific , Difficulties in developing of the content of the Science Curriculum.
II	<b>Aims and Learning objectives of Science:</b> Identifying and writing learning objectivities for different content areas in Science-Physics, Chemistry consistent with the cognitive development of learners (e.g. Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, Micro Teaching, Unit Planning and Lesson planning, Methods of Teaching-Demonstration Method, Planning for Science Laboratory.
III	<b>Science Curriculum: Effective Transaction and Evaluation:</b> Textbook in Science - its need and use, evaluation of a textbook, Instructional Aids, Use of audio-visual aids in teaching of Science Teaching. Evaluation Methods in Science.
IV	<b>Professional Development of a Science Teacher:</b> Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc well as membership of Professional Organizations in Professional, development of teachers, Field Visits to Institutions /Organizations such as Other Schools, Museums, National Parks, Research Organizations etc. Need and Relevance for Professional development, Action research: Concept and Identification of problems faced by the teachers in the classroom.

**Practicum:**

- Visit to Regional Science Centre/ Planetarium and Writing Report.
- Making of One working model.
- Assignment and presentation

**Suggested Reading:**

1. Anderson R.D. (1970), Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
2. Barbe, R.H. (1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
3. Chauhan, S.S.(2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House
4. Edigar M. and Rao D.B.(1996), Science Curriculum, New Delhi: Discovery Publishing House.
5. Dass R.C., Parsi.B.K & Singh, .L.C. (1975), Effective of Microteaching in Training of Teachers, NCERT, Delhi.
6. Gupta, S.K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
7. Jangira. N.K & Ajit Singh (1982), Core Teaching Skills, The Micro-teaching Approach, New Delhi: NCERT.
8. Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
9. Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
10. Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.

## BED3241 Pedagogy of School Subject- Commerce

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To provide the knowledge of Evaluation and Development of commerce discipline in higher secondary School.
- To gain the knowledge of different pedagogy and critical issues related to teaching of commerce.
- To understand the concepts of co-curricular activities in teaching commerce.
- To develop interest in recent trends and commerce training.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Develop an understanding of pedagogy and critical issues related to the teaching- learning of Commerce.
- Enable pupil teachers to appreciate the relevance of studying Commerce at senior secondary level.
- Enable pupil teachers to become effective teachers of Commerce, and perform effective leadership roles in schools and other institutions.
- Orient pupil teachers to new developments, research and innovations in the field of teaching of Commerce.

### Course Contents:

Module	Course Topics
I	<b>Importance of commerce discipline.</b> Nature of Commerce as a Discipline and Rationale of its inclusion in higher secondary School Curriculum, Aims and Objectives of teaching commerce at higher secondary level, Objectives, Techniques of Commerce Teaching, Integration of Commerce with other Disciplines viz., Economics, Science, and Social science.
II	<b>Critical appraisal:</b> The syllabus and textbooks of commerce of higher secondary class, Skills required by professional Commerce teacher. Avenues available for Professional growth, Evaluation in Commerce teaching – Blue print meaning, Preparation of model question paper from textbook of commerce; Types of tests in Commerce.
III	<b>Methods and Approaches of Teaching Commerce.</b> Methods; Lecture Method, Question-Answer technique, Discussion method, Problem-Solving method, teaching through games, Case Study method, Recent trends in commerce teaching: Team teaching, Co-operative learning.
IV	<b>Instructional Media;</b> Meaning and types of instructional media, Using instructional media in teaching of Commerce Lesson Plan. Audio-Visual aids, Use of Software and hardware in teaching of Commerce, Co-curricular activities in teaching Commerce and their utility in strengthening of learning Commerce discipline.

**Practicum:**

- Use of spreadsheets in commerce (Accounting),
- Assignment and presentation

**Suggested Readings:**

1. Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi:
2. Arya Book Depot. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE., Delhi.
3. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
4. Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South Western Publishing Co.
8. Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
9. Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.
10. Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.

## **BED3251- Practice in Teaching of 2 School Subject**

### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To develop pedagogical skills and classroom management.
- To use of audio-visual aids and resources in teaching.
- To develop professional ethics and responsibility.
- To develop the proficiency in assessment and evaluation.

### **Learning Outcome**

Upon successful completion of this course, students will be able to:

- Design and deliver effective lesson plan.
- Use an integration of audio-visual and multimedia in teaching
- Adhere to professional ethics and responsibility in their teaching practice
- Skilled in designing and implementing various assessment tool.

### **Course Contents:**

Practice in teaching of two school subjects for four weeks to be conducted in schools, Micro Teaching through workshop, 05 Micro Lesson Plan in each teaching subject, pupil teacher will have to prepare and teach 15 Lesson plan in each teaching subject total 30 Lesson plan. Teaching Aids/Teaching Models should be used in lesson plan. Submit 15 lesson plans of each subject, teaching aids and models.



## **Semester III**

### **BED 3351 Reading and Reflection on Texts**

#### **Course Objectives**

This course is aimed to attain the following objectives among students:

- To develop reading habit for proficiency.
- To develop and study the referencing styles.
- To encourage critical thinking on the basis of text reading.
- To be able to express ideas given in text books.

#### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

#### **Course content:**

Reading reflection on text is designed to develop critical thinking, reflective practice, and deep Engagement with textual material among pupil teachers. Pupil Teachers will visit to various Government/Public/Private School Libraries and Government, Public Libraries, and institutes of educational importance to enrich, Study, Learn and Acquire and Grasp the knowledge from primary and secondary resources for better understanding of Content and analysis of texts. Pupil teacher will practice close reading of text, practice annotating a given text, compare and analyze a literary text and educational text. The given texts could be extracted from short stories, novels, biographies, autobiographies, literary essays, philosophical, psychological, and sociological texts with reference to Education' and text analysis of books of two pedagogy subjects.

## **BED 3352 Action Research**

### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To understand the principles of education in real circumstances of the school.
- To reform the organisation and administration of school.
- To emphasise the democratic values in working of school.
- To contribute in disposal and study of day to day problems of school.
- To provide opportunity to the teachers and students for improvement after making them aware of their drawbacks.
- To Study school curriculum in real situations to make them suitable for the local needs.
- To develop research attitude and scientific enquiry from a teachers perspective.

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Notice what they and their students really do, rather than what they think they do.
- Get feedback regarding the success/ failure of their research.
- Justify the teaching and learning strategy they use.
- Use innovative methods of classroom teaching.
- Find out solution of the research problem they have taken.
- Apply scientific method and research aptitude for catering students' need in classroom situation.

### **Course content:**

This course will introduce students to action research, a form of self- reflective systematic inquiry by education and use for their own practice. The goals of action research are for the improvement of education and an improvement in the situation in which the practice is carried out. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: (1) the development of professional community (2) the illumination of power relationships (3) students' recognition of their own expertise.

Topics include an analysis of collaborative and spectator forms of research, ways to identify the problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. The major assignment for the course will be the completion of a mini-research project undertaken in an educational setting in which the student is engaged in professional practice under the supervision of their supervisor.

- Action research training for the pupil teachers through a workshop will be organized by the school of Education before visiting to a school.
- Action research includes visiting a school for two week before internship.
- Action Research report should be submitted on immediate problem related to school, students, teachers and administration.

## **BED 3353 Internship**

### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To apply theoretical knowledge practical teaching environments and reflect on teaching experiences.
- To develop overall personality of students.
- To get experience in preparing official documents required by class teachers.
- To Understand innovative techniques in classroom teaching.

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Handle classroom responsibilities and positive evaluation in school environment.
- Develop the personality of students.
- Train in preparing official documents required by class teachers.
- Employee innovative techniques in classroom teaching.

### **Course content:**

During the Internship, a pupil- teacher shall work as a regular teacher and participate in all the school teachers, community members and children.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Pupil teachers shall be equipped to cater to diverse needs of learners in schools. Pupil-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 Pupil-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each pupil-teacher, internship should be conducted preferably in one school for the entire 16 weeks under any circumstances, the pupil-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.

Internship includes the preparation and submission of the following files:- Morning Assembly, Attendance Register, Teachers Diary, Continuous and Comprehensive Evaluation, School Infrastructure, Any other Duties Assigned by the Principal, Notice Register and Reflections and consolidation of internship report.

## Semester IV

### BED3401 Gender, School & Society

#### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept related to Gender.
- To be aware of different gender issues in school and curriculum.
- To provide the concept of human right with reference to poverty in related to caste and gender.
- To gain knowledge of different agencies on human right education.

#### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Develop understanding of basic concepts related to Gender.
- Learn about gender issues in school and curriculum.
- Develop an understanding between gender, power and sexuality in relation to education
- Develop understanding of different personality and their assessment

#### Course Contents:

Module	Course Topics
I	<b>Gender and sex-meaning and concept:</b> Sexuality, patriarchy and feminism in India Equity and equality in education with Contemporary period; Recommendations of policy initiatives commissions and programmes. Gender Issues and Role of Teachers.
II	<b>Gender challenges:</b> Gender difference, structural theory, deconstructive theory, Gender identities and socialization practices in schools, family, formal and non-formal organizations. Schooling of girls: inequalities and resistances, Gender and curriculum: Analysis of curriculum and hidden curriculum.
III	<b>Human Rights:</b> Definition, Need and Importance of Human Rights, Nature of Human, Rights, Historical Background of Human Rights and Provisions for Human Rights in Indian constitution, Difference between Human Rights and Fundamental Rights, Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender.
IV	<b>Consumer Rights and Consumer Protection act (COPRA):</b> Consumer courts R.T.I. Act in India, Some vital issues and prominent Judgments regarding Human Rights, Human Rights Commission in India, Agencies for Human Right Education viz. Family, School, State and NGOs.

#### Practicum:

- Visit to orphanage /women protection home /child protection home.
- Assignment and presentation

**Suggested Readings:**

- 1 Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT
- 2 Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- 3 Development: Theory, Research and Applications in India. Sage: New Delhi.
- 4 Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York. • Geetha, V . (2007). Gender. Stree: Calcutta.
- 5 Aggarwal, J.C. (2005) Education for values, environment and human rights.New Delhi : Shipra Publication.

## BED 3402 Knowledge and Curriculum Perspective in Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To Understand the nature and concept of knowledge
- To understand epistemological and social bases of education to equip them to consciously decide about the educational awareness and clarity.
- To make distinctions between knowledge and information, and reason and belief based on epistemological basis of education, to engage with the enterprise of education.
- To introduce basic concepts and process of curriculum planning, syllabus and understanding of different policies and framework.

### Learning outcomes:

Upon successful completion of this course, students will be able to:

- Understand about the knowledge and its types, role of teacher in child centred education.
- Know about knowledge transmission and construction in the field of education.
- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge and its importance.
- Describe the contribution of thinkers in framing curriculum.

Module	Course Topics
I	<b>Knowledge and Knowing:</b> Knowledge: Meaning, Nature and Types. Differences between information, knowledge, belief and truth. Knowledge Process: Different kinds of knowledge; Knowledge constriction, Process of Knowledge. Relative roles of knower and the known in knowledge Transmission and construction
II	<b>Meaning&amp; concept:</b> Meaning Process of knowing, Methods of acquiring knowledge, Levels of knowledge, Difference & Similarity Relative Role, in Knowledge Transmission & Construction. Role of Teachers teaching Contribution in Assimilation & Dissimilation of Information & knowledge, Child centered Education –Characteristics Organization of knowledge in School.
III	<b>Education &amp; Philosophy:</b> Meaning of Education meaning of philosophy Relationship between the two, Views of Ravindranath Tagore, M.K. Gandhi , Swami Vivekanand, Sri Aurobindo. Curriculum: Definition, Meaning, Concept Scope , Aims of Curriculum, Importance , Need & Utility of Curriculum, Nature ,Types, Bases of curriculum, Need of Curriculum in School, Facts of curriculum.
IV	<b>Curriculum Construction:</b> Principles & Defects in the present curriculum. Difference between Curriculum & Syllabus. Phases & Steps in curriculum development. Components of curriculum. Different ways to approach Curriculum Theories., Prescribed by Kothari Commission, National Curriculum Framework (NCF) 2005. National curriculum Framework for Teacher Education (NCFTE) 2009.

**Practicum:**

- Analysis of one classical book written by M.K. Gandhi/ Swami Vivekananda etc.
- Assignment and presentation

**Suggested Readings:**

1. Shukla, Bhawana (2016) Knowledge and Curriculum, Agrawal Publications, Agra
2. Aggarwal, Deepak (2007) Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT. New Delhi
4. Chomsky, N (1986). Knowledge of Language, Prager, New York.
5. Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
6. Ford G.W. and Pungo Lawrence, (1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
7. Joseph, Schwab, (1969). The Practical: A language for curriculum. School Review, November.
8. Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
9. Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi. National Curriculum Framework for School Education (2005); NCERT; New Delhi;
10. Ornstein, Allan C. and Hunkins, Francis P. (1993). Curriculum: Foundations, Principles and Issues; Allan and Bacon; Boston

## BED 3403 Assessment of Learning

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand concept and purpose of measurement and evaluation.
- To understand various techniques and tools of evaluation.
- To attain the knowledge of examination systems of India at different levels.
- To understand various statistical techniques in measurement and evaluation.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Comprehend the concept and purpose of measurement and evaluation.
- Understand the various techniques and tools of evaluation.
- Draw out the inference from the analysed data.
- Compute and apply the statistical techniques in measurement and evaluation.

### Course Contents:

Module	Course Topics
I	<b>Concept of Evaluation:</b> Concept of Measurement, Assessment and Evaluation, Need and Scope of Evaluation. Distinction between the following: Measurement, Assessment and Evaluation. Evaluation Approaches: Formative and Summative. Continuous and Comprehensive Evaluation: Need, Relevance and Implementation Procedure. Errors in measurement and evaluation.
II	<b>Tools and Techniques of Evaluation:</b> Characteristics of a good measuring instrument and factors affecting it. Reliability and Validity of a measuring instrument. Qualitative and Quantitative tools of Evaluation. Tools of Evaluation: Observation, Introspection, Projection and Sociometry, Personality, Intelligence, Attitude and Aptitude. Use of measuring instruments for internal assessment and maintaining cumulative records of learners in School. Planning and Preparation of a test including blue print.
III	<b>Statistical Methods and Interpretation of scores:</b> Need & Importance of Statistics in Evaluation. Graphical Representation of data: Histogram, Frequency Polygon, Pi Charts. Measures of Central Tendency (Mean Median and Mode). Measures of Variability (Quartile deviation and Standard deviation). Normal Probability Curve. Skewness and Kurtosis.
IV	<b>New Trends in Evaluation:</b> Need and Use of Question bank, Grading system, Online Examination, Open Book Examination, Credit System and Exam on Demand.

### Practicum:

- Prepare a Power Point Presentation on the current practices of Assessment and Evaluation at Secondary level.
- Analyse the question papers of the subject of your choice (Previous-3 Years)
- Assignment and presentation



### **Suggested Readings:**

1. Cohen, L., Manion, L. and Morrison, K. (2004). *A Guide to Teaching Practice- Fifth Edition*; Routledge Falmer-Taylor and Francis Group: London.
2. Ebel R. L. (1991). *Essentials of Educational Measurement*. Prentice Hall of India: New Delhi.
3. Mangal, S. K. (2016). *Statistics in psychology and Education*. Prentice Hall of India: New Delhi.
4. Anastasi, A. (1968), *Psychological Testing*. The MacMillan Company: New York.
5. Arkin, H. and Coltan, R. (1950), *Tables for Statistician*. Vamis & Novel Inc.: New York.
6. Cohen, J. (1977), *Statistical Power Analysis for the Behavioural Sciences*. Academic Press: New York.
7. Downie, N.M. and Heath, R.W. (1970), *Basic Statistical Methods*. Harper and Row Publishers: New York.
8. Fallix, F. and Brown, B. Bruce (1983), *Statistics for Behavioural Sciences*. The Dorsey Press: Illinois.
9. Ferguson, G.A. (1980), *Statistical Analysis in Psychology and Education*. McGraw Hill Book Co.: New York.
10. Fisher, R.A. and Yates, F. (1963), *Statistical Tables for Biological, Agricultural and Medical Research*. Oliver Boyd: Edinburgh.
11. Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: McKay.

## BED3404 Inclusive Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To identify and address the diverse needs of all special learners.
- To make them able to identify and understand the problems of socially disadvantaged children.
- To acquaint with the trends and issues in Inclusive Education.
- To develop capacity of student-teachers for creating an inclusive school.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of inclusive education and special children.
- Classify different types of special children.
- Develop attitude towards various issues in Inclusive Education.
- Differentiate between special education and inclusive education.

Module	Course Topics
I	<b>Inclusive Education:</b> Meaning, Concept, Scope and Importance of Inclusive Education. History and development of inclusive education. National Policy with reference to disabled.
II	<b>Classification of special children:</b> Physically impaired- Visually - Hearing – Orthopedics, Meaning, Characteristics, Identification, and Problems.
III	<b>Exceptional Children:</b> Meaning, identification, needs, and problems. Gifted, Creative, mentally retarded, Learning disabled and Slow learner, drug addicts, and delinquents.
IV	<b>Issues in Inclusive Education:</b> Special Education Vs Inclusive Education, Parental Attitude, Teacher Attitude, Community Awareness.

### Practicum work:

- Visits to inclusive / special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationship. Report of the visits to be submitted.
- Assignment and presentation

**Suggested Readings:**

1. Bhargava, M. (1994), Introduction to exceptional children, Sterling Publishers.
2. Blackurst & Berdine (1981), Introduction to Special Education
3. Daniels, Harry (1999), Inclusive Education, London: kogan.
4. Desh, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
5. Hallahan & Kauffman (1978), Exceptional Children; Introduction of Special Education Prentice Hall.
6. Hegarthy, S. & Alur, M. (2002) Education of Children with special needs: From segregation to inclusion, Corwin press, sage Pub.
7. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba.
8. Karant, P. & Rozario, J. (2003). Learning Disabilities in India. Sage Pub.

## BED 3431 Value Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of nature and source of values
- To be aware about ethical value and leadership quality.
- To provide knowledge of levels of values and different culture.
- To give the Knowledge of constitutional values.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the nature and source of values.
- Understand the classification of values.
- Understand the importance of values in human life.
- Examine the role of values in education.

### Course Contents:

Module	Course Topics
I	<b>Need and importance of value education</b> In the present world, Value system–Role of culture and civilization. Classification of values, Material, Social, Moral and Spiritual, inculcation of values through education. Theories of value- positive and negative values. Role of education to overcome negative value.
II	<b>Ethical values:</b> Professional ethics, Influence of ethics on family life, psychology of children and youth, Leadership qualities- personality development, Family values-Components, structure and responsibilities of family- Neutralization of anger-Adjustability- Threats of family life- Status of women in family and society.
III	<b>Levels of values :</b> realization, value conflict, and their resolution development of values as a personal and life long process, Social awareness, Consumer awareness, Consumer rights and responsibilities- Redressal mechanisms, Issue of Globalization- Modern warfare- terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
IV	<b>Constitutional Values:</b> Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, Social Values: Pity and Probity, Self-Control, Universal Brotherhood. Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith. Religious and Moral Values: Tolerance, Wisdom, character. Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same.

**Practicum:**

- Prepare a report of students and/teachers about constitutional awareness.
- Assignment and presentation

**Suggested Readings:**

1. Chitakra M.G. ( 2003) Education and Human Values, A.P.H. Publishing, New Delhi,
2. Chakravarthy, S.K. (1999) Values and ethics for Organizations: theory and Practice, Oxford University Press, New Delhi.
3. Satchidananda, M.K(1991) Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi
4. Das, M.S. & Gupta, V.K.( 1995) Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi.
5. Bandiste, D.D.: Humanist Values(1999) A Source Book, B.R. Publishing Corporation, Delhi.
6. Ruhela, S.P.(1986) Human Values and education, Sterling Publications, New Delhi.
7. Rokeach, Milton. (1975) The Nature of Human Values, New York : Free Press, 1973 Associated Publishers, Mumbai.
8. Education in Values (1992.) NCERT, New Delhi,
9. Budhananda Swami (1983) How to Build Character A Prime : Ramakrishna Mission, New Delhi
10. A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay.
11. Values, (996) A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai

## **BED 3432**

### **Understanding the Self**

#### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To understand the nature of understanding of self and its various aspects.
- To understand the concepts in defining self and identify of students
- To reflect critically factors that shape the understanding of self.
- To appreciate the critical role of teachers in promoting self and students' well-being.

#### **Learning Outcome:**

Upon successful completion of this course, students will be able to:

- Understand about the concept and nature and its various aspect of self.
- Understand the concepts of self and identify.
- Build positive attitude among themselves.
- Reflect the students aware about the role of teachers in promoting self.

#### **Course Contents**

<b>Module</b>	<b>Course Topics</b>
<b>I</b>	<b>Understanding of self</b> -Meaning, definition, concept and nature, Reflections and critical analysis of one's own self and identity, Identifying factors in the development of 'self' and in shaping identity, Developing an understanding of one's own philosophical and cultural perspectives as a teacher.
<b>II</b>	<b>Role of Teacher in Developing Understanding of Self among Learners</b> - Reflecting on one's own childhood and adolescent years of growing-up, Facilitating development of awareness about identity among learners, Developing skills of effective listening, accepting, positive regard etc. as a facilitator.
<b>III</b>	<b>Self Esteem &amp; Effectiveness:</b> Meaning definition, Importance, Components of self-esteem, High and Low esteem, Managing your self-esteem. <b>Well-being:</b> Meaning, Concept, Characteristics, its Educational Implications. Mental health issues, Mental and Emotional Wellbeing.
<b>IV</b>	<b>Building Positive Attitude:</b> Meaning and nature of attitude, Components and types of attitude, Importance and relevance of attitude. Classification of values, Material, Social, Moral and Spiritual, inculcation of values through education. Theories of value- positive and negative values. Role of education to overcome negative value.

#### **Practicum:**

- Purposive film viewing
- Assignment and presentation

### **Suggested Readings**

1. Bhattacharjee, D.K (ed). (2010). Psychology and Education, Indian Perspectives, NCERT, New Delhi.
2. Dalal, A.S. (ed) (2001). A Greater Psychology, An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
3. Gulati, S., and Pant, D. (2012). Education for Values in Schools, A Framework. NCERT, New Delhi.
4. Pant, D. and Gulati, S. (2010). Ways To Peace, A Resource Book for Teachers. NCERT, New Delhi.
5. Venkatesha Murthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore
6. Jiang, Y., Chen, Z., & Wyer, R. S. W. (2014). Impact of money on emotional expression. Journal of Experimental Social Psychology, 55, 228-233.
7. Oishi, S., Diener, E., Choi, D., Kim-Prieto, C., & Choi, I. (2005). The dynamics of daily events and well-being across cultures: When less is more. Journal of Personality and Social Psychology, 1993, 685-698.

## BED3433 Environmental Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the concept of environment and its various aspects.
- To attain the knowledge of environment protection and sustainable development.
- To know the different methods of teaching in environmental education.
- To attain the knowledge of various tools and techniques for the evaluation of environmental education.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand about the concept of environment and its various aspects.
- Become aware and sensitive towards environment and its allied problems.
- Realize the need of environment protection and sustainable development.
- Acquire knowledge about the different methods of teaching in environmental education.
- Acquire knowledge of the tools and techniques for the evaluation of environmental education.

### Course Contents:

Module	Course Topics
I	<b>Environment:</b> Concept and definition of environment, different aspects of environment, concept of ecosystem, man and environment relationship, environmental degradation including pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis. Environmental awareness and management- conservation, protection and sustainable development.
II	<b>Environmental education:</b> Concept, objectives and need of environmental education, Methods of teaching in environmental education- seminar, workshop, problem-solving, field trips and surveys, projects, exhibition and other methods.
III	<b>Approaches:</b> Interdisciplinary and multidisciplinary approach of including environmental education in the school curriculum, use of media and technology in environmental education.
IV	<b>Activities:</b> Curricular and co-curricular activities in environmental education including tree plantation, awareness campaigns and community work, concept and techniques of evaluation with reference of environmental awareness, skill, attitudes and values.

### Practicum:

- Environment based participation in activities like plantation, Swach Bharat Abhiyan etc.
- Organization of environmental awareness programmers, celebrating days & weeks related to environment (for e.g. wild life week, world environment day, earth day, world water day etc) in schools.
- Assignment and presentation



**Suggested Readings:**

1. Bakshi, T., (1978). Environmental Education: Principles. Methods and Applications. Platenium Press, New York.
2. Ballantyne, R. R., and Oelofse, C. G.(2000). Implementing Environmental Education Policy in South African schools, South African Journal of Education, Vol. 9, July.
3. Barry, J. (1999). The Environment and Social Theory, Routledge Press, London.
4. Bateman, I. J. (2001). Environmental Analysis for Decision Making: The Economics of Non-Market Goods and Resources. Kluwer Academic Publishers, Netherlands.
5. Bateman, M. (2002). The Long Walk to Sustainability: A Southern African Perspective, World Summit Publication, JHB World Summit. South Africa.
6. Bechtel, R.B. (1987). Methods in Environmental and Behavioural Science. Reinhold Co, New York.
7. Blignaut, J. B. (1991). Environmental Education Within Formal Education: Discussion Document. Department of Environmental Science, University of Cape Town.
8. Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
9. Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
10. Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.

## BED 3434 Health and Physical Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To identify their health problems and needs
- To build normal health trends.
- To recognize the physical and mental benefit of increased activity.
- To understand anatomy, basic bio mechanical principles and terminology.
- To determine factors involved with development, fitness levels and training strategies.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Solve their health problems using their potential.
- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.
- Empower themselves by setting and working toward realistic individual goals.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

### Course Content:

Module	Course Topics
I	<b>Health:</b> Guiding principles of health and health education. Nutrition and dietary manipulations. Health – related fitness, obesity and its management. Environmental, occupational hazards and first aid. Communicable diseases: Their preventive and therapeutic aspect. School health program and personal hygiene.
II	<b>Psychological basis of Physical education:</b> Play and Play theories, general principles of growth and development, Principles of motor skills: Skill acquisition and transfer of training effects. Sociological basis of Physical Education: Socialization process, social nature of men and physical activity. Sports as cultural heritage of mankind.
III	<b>Development of teacher education in Physical education:</b> Professional courses in Sports and Physical Education in India. Professional Ethics. Qualities and Qualifications of Physical Educational Personnel. Age characteristics of pupils and selection of activities. Construction of class and school Physical Education time table.
IV	<b>Characteristics and principles of sports training:</b> Training load and periodization. Training methods and specific training programme for development of various motor qualities. Technical and Tactical preparation for sports. Short-term and long – term training plans. Sports talent identification – process and procedures. Preparing for competition: Build up competitions, main competition, competition frequency, psychological preparation. Rules of Games and Sports and their interpretations.

### Practicum:

- Preparation of time schedule for physical health
- Identification of discipline problems in different type of Sports schools
- Assignment and presentation

### **Suggested Readings:**

1. Altaf Hussian Bhatt, (2010). Tests and Measurements in Physical Education. Sports Publication, New Delhi 110002, (India) pp. 168-171, ISBN: 978-81-7879- 587-4.
2. Aneja, O.P. (2012). Fitness Performance and Health. Sports Publication. New Delhi –110002, (India) ISBN: 978-81-7879-707-6.
3. Barry, L., Johansson & Jack, K., Nelson (2007). Practical Measurement in Physical Education and sport. (Third Edition).
4. Brett Stewart, (2013). Medicine ball workouts Strengthen Major and Supporting Muscle Groups for Increased Power, Coordination and Core Stability. pp. 11-13. ISBN 13:978-1-61243-156-7, [www.ulyssespress.com](http://www.ulyssespress.com)
5. Bret Contreras, (2014). Body weight strength training anatomy. Printed in the United States of America, pp. 4-6, ISBN1 - 10: 1-4504-2929-7.
6. Carriere, Beate., Renate Tanzberger., (1998). The Swiss Ball: Theory, Basic Exercises and Clinical Application, Springer. ISBN: 3-540-61144-4.
7. Charles Harold McCloy, (2004). Tests and Measurements in Health and Physical Education. Friends Publication, New Delhi, (India) pp. 60-63, ISBN: 81-7216-098-4.
8. Chu, Donald (1998). Jumping into Plyometrics (2nd edition). Champaign, IL: Human Kinetics. pp. 1–4. ISBN: 0880118466.
9. Sandhya Tiwari, (1999). Exercise Physiology. Sports Publication. New Delhi– 110002, pp. 2-5, (India) ISBN: 81-86190-74-0.
10. Shyamal Koley, (2006). Body Composition and Sports. Sports Publication. New Delhi. 110002, (India) pp. 99-102, ISBN: 81-7216-160-3.
11. Swanney MP & Ruppel G (2008). Using the lower limit of normal for FEV1/FVC ratio reduces the misclassification of airway obstruction. Thorax. 63(12): 1046-51.

## BED3435 Adult and Population Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To train student for imparting literacy skill to economically and socially deprived section of the society.
- To create own awareness for education.
- To provide knowledge about various cost scheme.
- To educate people about the population situation ideal for family.

### Learning Outcome

Upon successful completion of this course, students will be able to:

- Comprehend the concept of adult education.
- Understand about Non-Formal approaches to Education
- Know about the importance of population education and its history.
- Make themselves aware about basic components of population education.

### Course Contents:

Module	Course Topics
I	<b>Concepts of Adult Education:</b> Adult education meaning, concept and scope. Formal education, non- formal education, informal education, incidental learning. Adult education and development- social, economic, cultural prior learning, its assessment, field outreach, community engagement.
II	<b>Non-Formal Approaches to Education:</b> The non-formal approach in education – Education for All School drop- outs and universalization of primary education and its relationship with adult literacy; DPEP Teaching- learning materials for non- formal education- preparation according to the needs of various target groups. Sarva Shiksha Abhiyan.
III	<b>Population Education:</b> Evolution of the concept of population education; parading shifts difference between population education and population studies. Population education as a part of the curriculum at different levels of education.
IV	<b>Basic components of population education:</b> Need and importance of Population education, Difference between Population and sex education, Life skill education/family life education.

### Practicum:

- Prepare report on programmes related to Adult Education.
- Assignment and presentation

**Suggested Readings:**

1. Agarwal, S.N.(2009) Age at Marriage in India, Kitab Mahal. Allahabad.
2. Asha Bhende and Tara Kanitkar- Principles of Population Studies, Himalaya Publications.
3. Shah, S.Y. (2003).Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.
4. Ambasht, N.K.(2014)., Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi.
5. Ghosh, B.N. (1978) Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
6. Jacobson Wellard JU,(1979) Population Education; A knowledge base, NY, Teachers College Columbia University.
7. Mohankumar,V.(2014), Adult and lifelong learning: Selected articles Indian Adult Education Association.
8. Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, New Delhi, NCERT
9. Shah, S.Y.(1999) Encyclopaedia of Adult Education, NLM, New Delhi.

## BED3436 Peace Education

### Course Objectives:

This course is aimed to attain the following objectives among students:

- To understand the scope of peace education.
- To know the world peace and different organization.
- To know about the different approaches of peace education.
- To know the role of different Institutions in peace education.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept and scope of peace education.
- Understand the need and importance of world peace.
- Understand the different approaches to peace education.
- Examine the role of different institutions in peace education.

### Course Contents:

Module	Course Topics
I	<b>Peace Education:</b> Meaning, definition, scope, aims and objectives of Peace Education. Human miseries in the modern world and quest for peace. Gandhian concept of Peace
II	<b>Concept of world Peace in Indian Perspective:</b> Vasudhaiva Kutumbakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace, Relevance of world peace in Global world: establishment of U.N.O., Some Important Organizations in the world for world peace: UNESCO, UNO, NAM, SAARC, G-8, G-20, ASEAN (year of establishment, Motto, Member countries, Head Quarters), Theosophical Movement and Communal Harmony for peace.
III	<b>Approaches of Peace:</b> Power Politics world order, conflict resolution, Non Violence, Transformation. Establishment of Peace education Institutions. United Nations, peace corps, amnesty International, Nobel peace Prize, The lion and the lamb peace arts center, the carter centre, International Peace Bureau (IPB), Pathways to peace (PTP).
IV	<b>Historical Development:</b> Creation of United Nations, Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHCR. Peace Education in India and its Development.

### Practicum:

- Prepare a brief report on peace education held various countries with reference in UNICEF & UNESCO.
- Assignment and presentation.

**Suggested Readings:**

1. M.G. Chitakra: Education and Human Peace, A.P.H. Publishing, New Delhi, 2003
2. Chakravarthy, S.K. : Peace and ethics for Organizations: theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K. : Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991
4. Das, M.S. & Gupta, V.K. : Social Peace among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Peace and education, Sterling Publications, New Delhi, 1986
7. Kaul, G.N.: Peace and Education in Independent Indian,
8. Rokeach, Milton. The Nature of Human Peace, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975
9. NCERT, Education in Peace, New Delhi, 1992.
10. Swami Budhananda (1983) How to Build Character A Prime : Ramakrishna Mission, New Delhi
11. A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only)

## **BED3451 Educational Tour & Drama and Art in Education**

### **Course Objectives:**

This course is aimed to attain the following objectives among students:

- To enhance experiential learning among students
- To promote personal development and facilitate personal growth of students.
- To strengthen social skills among students.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits, voice modulation and activities for its development.
- To create interest for awareness for multiple perspectives or themselves and meditation

### **Learning Outcome:**

Upon successful completion of this course, students will be able to:

- Improve communication skills and the ability to collaborate effectively with individuals.
- Increase confidence, independence and adaptability in unfamiliar environments.
- Develop aesthetic sensibilities in themselves.
- Gain control, tolerance, patience and discipline.
- Provide free & self-expression by way of Art and Drama.

### **Course Content:**

An educational tour places the students in different socio-cultural environments where they encounter new people and witness regional practices. These interactions teach them to accept diversity, promotes experiential learning, foster social skills and adjustment. Thus, enhancing their holistic development, communication skills, sense of team work and building a community among students it is an important aspect to be included in B.Ed. program.

Drama and arts in education shall help the students to get collective experience for use of head, hearts and hand. The pupil teachers will be able to develop Aesthetics Art, paintings (different forms) and craft related activities. Visiting of exhibitions and cultural fests to initiate interest and need of a well-developed personality in a teacher. Healthy mind resides in a healthy body. All pupil teachers must visit to the various institutes of the city engaged in Aesthetic Art, Dance, Drama and Yoga. It is well acknowledged that holistic approach to personality is a multidimensional concept. The organization of activities under this area should ensure a wide range of activities, so that each and every pupil teacher can participate in them according to need. This area, therefore, should focus on acquisition of habits of healthy living and participation in games, sports and creativity for fitness of mind & body. Prepare a report on Educational Tour and Drama & Art in education.