

# **SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT**



## **Course Structure**

### **Bachelor of Education (B.Ed.)**

(From Session 2024 onwards)

### **Department of Education**

# Programme Structure: B.Ed. Course

## Course Structure (Semester-I)

B.Ed. Program Structure from the academic year 2024 onwards

Course Code	Course	Course Type	Teaching Load Per Week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on on (ESE)/ External Assessment	
<b>SEMESTER I</b>										
B.Ed-101	Childhood and Growing Up	(Core (Theory))	4	1	1	6	4	30	70	100
B.Ed-102	Contemporary India and Education		4	1	1	6	4	30	70	100
B.Ed-103	Knowledge and Curriculum		4	1	1	6	4	30	70	100
<i>(Select any two of the following from B.Ed. 104 to B.Ed. 107)</i>										
B.Ed-104	Action Research	Elective (Theory)	3	1	2	6	2X2	15X2	35X2	100
B.Ed-105	Environmental Education		3	1	-	4				
B.Ed-106	Peace Education		3	1	-	4				
B. Ed-107	Human Rights Education		3	1	-	4				
B. Ed-108	Reading and Reflecting on Texts	Courses on Enhancing Professional Capacities (EPC)Theory	3	-	1	4	2	15	35	50
B. Ed-109	Development of Language Proficiency for Various Situation (	Compulsory (Practical)	3	-	1	4	2	50		50
<b>Optional C-(One of the following Capability/Skill Enrichment Course)</b>										
B. Ed-110	Capability Enhancement Work	Capability/Skill Enrichment Course	-	1	5	6	4	100		100
B.Ed-111	Basic level of Communication		-	1	5	6	4			
	<b>Total</b>						<b>24</b>	<b>285</b>	<b>315</b>	<b>600</b>

**B.Ed. program Structure (Semester-II)**

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
<b>SEMESTER II</b>										
B. Ed-201	Learning & Teaching	Core (Theory)	4	1	1	6	4	30	70	100
B. Ed-202	Assessment for Learning		4	1	1	6	4	30	70	100
<b><i>Pedagogy of School Subject Part-I (Select any one from the following subjects on the basis of UG/PG subject)</i></b>										
B. Ed-203	Pedagogy of Physical Science	Elective (Theory)	5	-	1	6	4	30	70	100
B. Ed-204	Pedagogy of Social Science		5	-	1	6				
B. Ed-205	Pedagogy of Computer Science		5	-	1	6				
B. Ed-206	Pedagogy of Home Science		5	-	1	6				
<b><i>Pedagogy of School Subject Part-II (Select any one from the following subjects on the basis of UG/PG subject)</i></b>										
B. Ed-207	Pedagogy of Mathematics	Elective (Theory)	5	-	1	6	4	30	70	100
B. Ed-208	Pedagogy of English		5	-	1	6				
B. Ed-209	Pedagogy of Hindi		5	-	1	6				
B. Ed-210	Pedagogy of Sanskrit		5	-	1	6				
B. Ed-211	Pedagogy of Biological Science		5	-	1	6				
B. Ed-212	Pedagogy of Commerce		5	-	1	6				
B. Ed-213	Drama and Art in Education	Courses on Enhancing Professional Capacities (EPC) (Theory)	3	-	2	5	2	15	35	50
B. Ed-214	Develop Ethical Management & Evaluation Skills in Teacher Trainees	Compulsory	3	-	1	4	2	50		50
B. Ed-215	Capability Enhancement Work	Compulsory (Practical)	-	1	5	6	4	100		100
<b>Total</b>							<b>24</b>	<b>285</b>	<b>315</b>	<b>600</b>

**B.Ed. program Structure (Semester-III)**

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
<b>SEMESTER III</b>										
B. Ed-301	School Organization and Management	Compulsory (Theory)	3	-	-	3	2	15	35	50
B. Ed-302	School Leadership		3	-	-	3	2	15	35	50
B. Ed-303	Work Education		3	-	-	3	2	15	35	50
B. Ed-304	School Internship (21 Days Pedagogical Lesson Plan Workshop Mandatory)	Compulsory (Practical)	-	-	6	6	8	60	140	200
B.Ed-305	Action Research during Internship and in Report Writing and Reflections and consolidation of internship and its Report Writing	Compulsory (Practical)	-	2	5	7	4	100		100
B. Ed-306	Develop Behavioral Modification Strategy in Teacher Trainee	Compulsory (Practical)	3	-	4	7	2	50		50
B. Ed-307	Capability Enhancement Work	Compulsory (Practical)	1	3	4	8	4	100		100
	<b>Total</b>						<b>24</b>	<b>355</b>	<b>245</b>	<b>600</b>

**B.Ed. program Structure (Semester-IV)**

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
B.Ed-401	Gender, School and Society	Compulsory (Theory)	4	1	1	6	4	30	70	100
B.Ed-402	Life Style Management		4	1	1	6	4	30	70	100
B. Ed-403	Creative and Inclusive School		4	1	1	6	4	30	70	100
<i>Select any one from the following subjects (B.Ed. -404 to B.Ed. -406)</i>										
B.Ed-404	Computer Education	Elective (Theory)	3	-	-	3	2	15	35	50
B. Ed-405	Health, Physical Education & Yoga		3	-	-	3				
B. Ed-406	Guidance and Counseling		3	-	-	3				
B.Ed-407	Critical Understanding of ICT	Courses on Enhancing Professional Capacities (EPC) (Theory)	3	1	2	6	2	15	35	50
B.Ed-408	Develop System for Value Education in Teacher Trainees	Compulsory (Practical)	3	-	-	3	2	50		50
B.Ed-409	Scout & Guide		-	-	5	5	2	15	35	50
B.Ed-410	Capability Enhancement Work		-	1	5	6	4	100	-	100
Total							<b>24</b>	<b>320</b>	<b>280</b>	<b>600</b>

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Childhood and Growing Up</b>	<b>B. Ed-101</b>	<b>4</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>acquire Knowledge of the Child Development .</li> <li>understand children of different ages by interacting and observing them in diverse social, economic and cultural context.</li> <li>analyse childhood, child development and adolescence.</li> <li>apply theories of Child development.</li> <li>comprehend the role of contemporary issues like marginalization: Social, class, poverty &amp; gender in child development.</li> <li>understand the role of the family and the school in the child's development.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>Explain the concept of growth &amp; development and characteristics of various stages of growth &amp; development.</li> <li>Explain the theories of child development and their educational implications.</li> <li>Classify the role of family, school, and society in child development.</li> <li>Interpret the impact of social, culture &amp; economic change on child development.</li> <li>Describe the role of contemporary issues like marginalization: Social, class, poverty &amp; gender in child development.</li> <li>Describe the role of media in construction and deconstruction of perception &amp; ways of dealing above issues.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<b>Child Development</b> <ul style="list-style-type: none"> <li>Growth &amp; Development: - Concept, Principles and Factors.</li> <li>Stages of development with special reference to Childhood and Adolescence.</li> <li>Adolescents: Understanding their needs and Problems in Indian context.</li> </ul>				
<b>Unit-II:</b>	<b>Theories of Child Development</b> <ul style="list-style-type: none"> <li>Theory of Cognitive Development by Piaget: Concept, Stages and its Implications.</li> <li>Theory of Social &amp; Emotional Development by Erickson: Concept, Stages and its Implications.</li> <li>Kohlberg theory of Moral Development: Concept, Stages and its Implications.</li> <li>Freud's psycho analytic theory.</li> </ul>				
<b>Unit-III:</b>	<b>Social Context of Development</b> <ul style="list-style-type: none"> <li>Agencies of Socialization: Family, School, Society and their role in Child Development.</li> <li>Social and Cultural Change and their Impact on child development.</li> <li>Impact of urbanization and Economic change on child development</li> </ul>				
<b>Unit-IV:</b>	<b>Contemporary Issues</b> <ul style="list-style-type: none"> <li>Marginalization with special reference to Gender, Social Class, Poverty.</li> <li>Impact of marginalization on child development.</li> <li>Role of media in constructing &amp; deconstructing perceptions &amp; ways of dealing with above issues.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following:</b> <ul style="list-style-type: none"> <li>Case-study of an adolescent: Problems and Needs.</li> <li>Seminar/ Presentation on educational implications of One Learning theory of child development.</li> <li>Survey report on impact of socio-economic status of a family on child development.</li> <li>Content Analysis of Media coverage on the following:               <ol style="list-style-type: none"> <li>Child labor.</li> <li>Gender bias.</li> <li>About Disability</li> </ol> </li> </ul>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>Aggarwal, J.C. (1995). <i>Essentials of Educational Psychology</i>, New Delhi: Vikas Publishing House Private Limited,</li> <li>Allport, G.W. (1961). <i>Pattern and Growth in Personality</i>: New York.</li> <li>Chauhan, S.S. (2002). <i>Advanced Educational Psychology</i>. New Delhi: Vikas Publishing</li> <li>Gore, M.S. (1984). <i>Education and Modernization in India</i>. Jaipur: Rawat Publishers.</li> <li>H. Having hurtst, R. et al. (1995). <i>Society and Education</i>. Baston: Allyn ad Bacon</li> <li>H.P. B Wheldall, K. (2006). <i>Developments in Educational psychology</i>. New York: Routledge</li> <li>Kamat, A.R. (1985). <i>Education and Social Change in India</i>. Bombay: Samaiya Publishing Co.</li> </ul>				

## Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Contemporary India and Education</b>	<b>B. Ed-102</b>	<b>4</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand that development of education is influenced by socio-political forces of the time.</li> <li>• Analyze the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.</li> <li>• Comprehend the contribution of various Committees and Commissions on education set up from time to time in India.</li> <li>• Comprehend the developments of Indian education in the post independent period.</li> <li>• Understand the govt. policies in the context of Universalization of school education.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Explain the development of education is influenced by socio-political forces of the time.</li> <li>• Recall the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.</li> <li>• Distinguish the contribution of various Committees and Commissions on education set up from time to time in India.</li> <li>• Explain the developments of Indian education in the post independent period.</li> <li>• Identify the govt. policies in the context of Universalization of school education</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<b>Education in India</b> <ul style="list-style-type: none"> <li>• Indian Knowledge System: Meaning, Definition, Nature</li> <li>• Vedic Period, Buddhist Period and Medieval Period</li> </ul>				
<b>Unit-II:</b>	<b>Policy Framework of Education in Pre-Independent Period</b> <ul style="list-style-type: none"> <li>• Macaulay's, Minutes (1835), Woods Dispatch (1854), Hunter Commission (1882) and</li> <li>• Indianization of Education, National Education Movement, Lord Curzon Policy (1902), Sadler Commission (1917), Basic Education (1937)</li> </ul>				
<b>Unit-III:</b>	<b>Policy Framework of Education in Post-Independent Period</b> <ul style="list-style-type: none"> <li>• University Education Commission (1948-49), Secondary Education Commission (1952-53),</li> <li>• Indian Education Commission (1964-66) in the context of Industrialization, National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy, National Knowledge Commission (2007)</li> </ul>				
<b>Unit-IV:</b>	<b>Elementary Education</b> <ul style="list-style-type: none"> <li>• National Scheme of Incentives to girls for Secondary Education, Vocational Course for NPE</li> <li>• Universalization (Provision, Enrolment, Retention, Success), Education for all (Sarva Shiksha Abhiyan),</li> <li>• Review of Mid-Day Meal Program, Kasturba Balika Yojna, RTE (2009)</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following:</b> <ol style="list-style-type: none"> <li>Revisiting educational policies framed for the education of different sections of the society SC/ST/Minorities/ Women.</li> <li>Prepare a report on problems of secondary education.</li> <li>Review educational policies for vocational education.</li> <li>Review of Policies related to universalization of school education.</li> <li>Review of Mid-day meal program</li> <li>Review of Kasturba Balika Yojna</li> </ol>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Deshpande, S. (2004). <i>Contemporary India: A sociological view</i>. New Delhi: penguin.</li> <li>• Dubey, S.C. (2001). <i>Indian Society</i>, New Delhi: National Book trust.</li> <li>• Government of India (GOI) (2009). <i>Right to education Act</i>. New Delhi: MHRD.</li> <li>• Ghanta, R. &amp; Dash, B. N. (2005). <i>Foundations of Education</i>, Hyderabad: Neelkamal Publications.</li> <li>• Kashyap, S.C. (2009). <i>The constitution of India</i>, New Delhi: National Book latest edition.</li> <li>• Mishra, B.K. &amp; Mohanty, R.K. (2003). <i>Trends and issues in India Education</i>, Meerut: Surya publications.</li> <li>• Ministry of Human Resource Development of India (1986). <i>National policy on education</i>. NCERT, 1964-1966). Report of the education commission, New Delhi: NCERT.</li> <li>• Rajput, J.S. (1994). <i>universalization of Elementary Education</i>, New Delhi: Vikas Publishing House.</li> <li>• Walia, J.S (2014). <i>Philosophical, Sociological and Economic Bases of Education</i>. Jalandhar: Ahim Paul Publishers.</li> </ul>				

## Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Knowledge and Curriculum</b>	<b>B. Ed-103</b>	<b>4</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Comprehend the concept of knowledge, education &amp; schooling.</li> <li>• Analyze the views of Indian and western thinkers on schooling, education and curriculum.</li> <li>• Comprehend the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy.</li> <li>• Understand the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education.</li> <li>• Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Explain the concept of knowledge, education &amp; schooling.</li> <li>• Compare the views of Indian and western thinkers on schooling, education and curriculum.</li> <li>• Describe the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy.</li> <li>• Describe the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education.</li> <li>• Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<b>Unit- I: Knowledge, Education and Schooling</b> <ul style="list-style-type: none"> <li>• Nature of knowledge: Information, Conception, perception, knowledge and education.</li> <li>• Schooling - Relationship between school and education,</li> <li>• Schooling, education and knowledge as visualized by different Indian thinkers- Vivekananda, Rabindranath Tagore, M. Gandhi, Sri Aurobindo,</li> <li>• Schooling, education and knowledge as visualized by different western thinkers -Rousseau, Froebel, John Dewey, Paulo Freire, -</li> </ul>				
<b>Unit-II:</b>	<b>Social Basis of Education</b> <ul style="list-style-type: none"> <li>• Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.</li> <li>• The role of culture, economy and historical forces in shaping the aims of education.</li> </ul>				
<b>Unit-III:</b>	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>• Concept of Curriculum and Syllabus, Dimensions of Curriculum and their relationship with aims of education. Curriculum at different levels- National, State and School.</li> <li>• Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.</li> <li>• Understanding the basic assumptions about society, learner and aims of Education in relation to Curriculum</li> </ul>				
<b>Unit-IV:</b>	<b>Unit-IV: Curriculum Practices</b> <ul style="list-style-type: none"> <li>• Types of Reading –Skimming &amp; Scanning, Developing Writing Skills-Reading Writing Connection</li> <li>• Learning experiences and learners: Laboratory work, Field Survey, Group Discussion &amp; practical work.</li> <li>• Nature of learners and their learning process.</li> <li>• Knowledge and ideology in relation to curriculum and text books.</li> <li>• National curriculum framework: Concept need and process of development.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Practicum/ Sessional (Any two of the following):</b> <ol style="list-style-type: none"> <li>a) Socio-economic educational survey of nearby village/ urban settings.</li> <li>b) Role of education in empowerment of weaker sections of society.</li> <li>c) To analyze and prepare a report on the present curriculum of UP/ CBSE/ ICSE in the light of various determinants of curriculum development.</li> <li>d) To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.</li> </ol>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Butchvarov, P. (1970), <i>The Concept of Knowledge</i>, Evanston, Illinois: North Western University Press.</li> <li>• Chomsky, N (1986). <i>Knowledge of Language</i>, New York: Prager.</li> <li>• Cole Luella (1950). <i>A History of Education: Socrates to Montessori</i>, New York: Holt, Rinehart &amp; Winston</li> </ul>				

<b>Course Title</b>	<b>Course Code</b>	<b>Credit</b>	<b>Max Marks</b>	<b>External</b>	<b>Internal</b>
<b>Action Research</b>	<b>B. Ed-104</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand the meaning of research and its types.</li> <li>• Analyses the fundamental, applied and action research.</li> <li>• Apply various steps involved in action research in a school.</li> <li>• Apply action research strategy for improving school practices</li> </ul>				
<b>Course Outcomes</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand the meaning of research and its types.</li> <li>• Analyses the fundamental, applied and action research.</li> <li>• Apply various steps involved in action research in a school.</li> <li>• Apply action research strategy for improving school practices.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Research: Concept &amp; types.</li> <li>• Difference between traditional (fundamental and applied) research and action research.</li> <li>• Action research for improving class room and school-based programs: specific areas for use of action research-interventions in teaching &amp; learning, co-scholastic areas and organizational climate of a school.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Procedure of designing action research-selection of problem, formulation of action hypotheses and developing a suitable design for testing of hypotheses. Evaluation of results in action research and their use.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Developing school-based projects for action research: Format of a project and its implementation.</li> <li>• Determining intervention-based effect in terms of pre-post Comparison: precaution needed, formulating an action research-based report for the benefit of other practitioners.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Practicum/ Sessional:</b> <ul style="list-style-type: none"> <li>• Prepare a action research report related to any classroom problems</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.</li> <li>• Johnson, A.P., (2012). A Short Guide to Action Research, 4th edition. Upper Saddle River, NJ: Pearson Education, Inc.</li> <li>• Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. Teacher's College Record, 104 (4), 842-866.</li> <li>• <a href="https://education.utah.edu/accreditation/_documents/syllabi/EDU-5491-Professional-Development-Teacher-Research.pdf">https://education.utah.edu/accreditation/_documents/syllabi/EDU-5491-Professional-Development-Teacher-Research.pdf</a></li> <li>• McNiff, J. (2016). You and your action research project (4th ed.). New York: Routledge.</li> </ul>				

### Syllabus of B.Ed. (Semester-1)

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
<b>Environmental Education</b>	<b>B. Ed-105</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand the meaning, need, scope and objectives of Environmental Education.</li> <li>• Acquire the Knowledge of global environmental problems and explain their related policies.</li> <li>• Comprehend the concept of healthy environment, eco club and its importance.</li> <li>• Apply the knowledge of managing environmental disaster.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course; To enable student-teacher to- <ul style="list-style-type: none"> <li>• Explain the meaning, need, scope and objectives of Environmental Education.</li> <li>• Recognize the global environmental problems and explain their related policies.</li> <li>• Explain the concept of healthy environment, eco club and its importance.</li> <li>• Apply the knowledge of managing environmental disaster.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Ethics &amp; Values</li> <li>• Meaning need and scope of environmental education.</li> <li>• Evolution and development of environmental education.</li> <li>• Objectives of environmental education.</li> <li>• Stock Holm conference, Tbilisi conference and Earth Summit.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• National Green Corps (NGC) Programme</li> <li>• Acid rain, Ozone layer depletion effect of urbanization, industrialization and deforestation.</li> <li>• Global warming and Kyoto Conference.</li> <li>• Pollution and its types.</li> <li>• Environmental legislation in India.</li> <li>• Concept of healthy environment</li> <li>• Eco club: Meaning, Characteristics &amp; Importance.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Meaning, types, causes and effects of different disasters. Ecosystem.</li> <li>• Managing environmental disaster at community and individual level</li> <li>• Rescue from disaster: Principles governing rescue, rescue process</li> <li>• Relief for disaster: preparatory phase of relief, planning immediate relief, execution of relief.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following:</b> <ol style="list-style-type: none"> <li>Prepare a scrap file along with suggestions of pupil-teacher related to environmental articles and news.</li> <li>Project report on local environmental problem.</li> <li>Conducting discussion (class level) on disaster management and prepare a report on it.</li> </ol>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>• Ali Khan, S.&amp; Sterling, (1998). <i>Sustainable development education: Teacher education specification</i>, London, Education for sustainable development Panel.</li> <li>• Allaby, M. (1996) <i>Basics of Environmental Science</i>. New York: Routledge.</li> <li>• Aptekar. Lewis (1914). <i>Environmental Disasters in Global perspective</i>. New York: G.K. Hall; Toronto: Maxwell Macmillan.</li> <li>• Burton, Ian, Robert W. Kares and Gilbert White (.1993). <i>The environmental as Hazard</i>. New York: the Guildford press.</li> </ul>				

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
<b>Peace Education</b>	<b>B. Ed-106</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand the concept, need, aims and objectives of peace education.</li> <li>• Analyze the role of social agencies in promoting peace education.</li> <li>• Analyze the role of religion and great personalities in promoting peace.</li> <li>• Analyze challenges to peace and apply strategies and methods of teaching peace education.</li> <li>• Apply the knowledge of enhancement of peace.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Explain the concept, need, aims and objectives of peace education.</li> <li>• Analyze the role of social agencies in promoting peace education.</li> <li>• analyze the role of religion and great personalities in promoting peace.</li> <li>• Analyze challenges to peace and apply strategies and methods of teaching peace education.</li> <li>• Apply the knowledge of enhancement of peace.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Concept and need of Peace Education as a universal value.</li> <li>• Aims and Objectives of Peace Education.</li> <li>• Role of Social Agencies (Family, Religion, Mass Media, Community, School, NGO's, Government Agencies) in promoting peace education.</li> <li>• Current Status of Peace Education at Global Scenario.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Role of Religion in propagation of Peace.</li> <li>• Role of Great personalities in promoting Peace (Mother-Teresa, Vivekananda, Gandhi).</li> <li>• Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.</li> <li>• Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Positive attitude, interpersonal relations, cooperation, team work and accountability for peace</li> <li>• Civic responsibilities and legislative provisions for peace.</li> <li>• Democracy and Peace, Secularism and Peace, Culture and Peace.</li> <li>• Stress management and peaceful resolution of conflicts.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following:</b> <ul style="list-style-type: none"> <li>• Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.</li> <li>• Organize an activity in schools to promote Peace.</li> <li>• Write a report on Gandhi and Peace.</li> <li>• Write about the contribution of any two Noble prize winners for Peace.</li> <li>• Prepare an album of Indian Philosophers and write their thoughts on peace.</li> </ul>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>• Adams.D (Ed) (1997). <i>UNESCO and a culture of Peace: Promoting a Global Movement</i>. Paris UNESCO.</li> <li>• Taj. H (2005). <i>National Concerns and Education</i>, Neelkamal Publications.pvt.Ltd</li> <li>• Taj.H (2005). <i>Current challenges in Education</i>, Neelkamal Publications.pvt.Ltd</li> </ul>				

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
<b>Human Rights Education</b>	<b>B. Ed-107</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	<p>To enable student-teacher to-</p> <ul style="list-style-type: none"> <li>• Comprehend the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective.</li> <li>• Analyze the approaches to human rights.</li> <li>• Apply the knowledge of emerging concerns in Human Rights.</li> <li>• Understand the role of government, non-government organization, family and self in promotion of Human Rights.</li> <li>• Apply the knowledge of human rights perspective in curriculum, assessment &amp; teaching and learning process.</li> </ul>				
<b>Course Outcomes</b>	<p>After the completion of the course, pupil-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective.</li> <li>• Analyze the approaches to human rights.</li> <li>• Assess the emerging concerns in Human Rights.</li> <li>• Explain the role of government, non-government organization, family and self in promotion of Human Rights.</li> <li>• Apply the knowledge of human rights perspective in curriculum, assessment &amp; teaching and learning process.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.</li> <li>• Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument. Understanding Human Rights from policy perspective.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Collective versus Individual rights.</li> <li>• Methods of Human Rights Research and Human Rights as pedagogy</li> <li>• Critical review of Democracy with reference to Human rights</li> <li>• Indian constitution with reference to Human Rights</li> <li>• Critical review of Human Right in globalized world</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Understanding Human Rights of Children, Women, Minorities, Dalits, differently abled and Homosexuals.</li> <li>• Role of Government, Non-Government Organizations family and self in promotion of Human Rights.</li> <li>• Human Rights perspective in curriculum, assessment and teaching and learning process.</li> </ul>				
<b>Practicum/ Sessional</b>	<p><b>Practical: (Any one of the following)</b></p> <ul style="list-style-type: none"> <li>• Write an Essay on Human Rights/Child Rights/Women Rights</li> <li>• Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life.</li> <li>• Developing an action plan for peace in school and local community/Poster presentation.</li> </ul>				
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.uts.edu.au/sites/default/files/HREReportFinal22July.pdf">https://www.uts.edu.au/sites/default/files/HREReportFinal22July.pdf</a></li> <li>• Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International</li> <li>• Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor &amp; Francis, Ltd.</li> <li>• Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan</li> <li>• Ellen Messer, 1997, 'Pluralist Approaches to Human Rights', Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico</li> </ul>				

<b>Course Title (EPC)</b>	<b>Course Code</b>	<b>Credit</b>	<b>Max Marks</b>	<b>External</b>	<b>Internal</b>
<b>Reading and Reflecting on Texts</b>	<b>B. Ed-108</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Understand the Reading and reflecting of a wide variety of texts</li> <li>• Apply the program and process to write efficiently with a sense of purpose and field notes.</li> <li>• Analyze and synthesis reading and writing skills and Content analysis</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Read and reflect a wide variety of texts</li> <li>• Construct program and process to write efficiently with a sense of purpose and field notes.</li> <li>• Combine and compare reading and writing skills and Content analysis</li> </ul>				
<b>Course Contents:</b>					
<b>Activities</b>	<ul style="list-style-type: none"> <li>• To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people’s experiences of all of these.</li> <li>• Narrative texts, expository texts from diverse sources, including autobiography, field notes, ethnographies, etc.</li> <li>• Writing efficiently, responding to a text with one’s own opinions or writing within the context of others’ ideas. Combining reading and writing skills, reflective skills, Content analysis.</li> </ul>				
<b>Practicum/ Sessional</b>	<ul style="list-style-type: none"> <li>• Summery writing, writing autobiography and field note. Critically analyses activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities.</li> </ul>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>• Reflective Practice: Writing and Professional Development, Gillie Bolton. Sage Publication</li> <li>• Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer, Cambridge University Press.</li> <li>• Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers</li> <li>• Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.</li> <li>• Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.</li> </ul>				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Development of Language Proficiency for Various Situations</b>	<b>B. Ed-109</b>	<b>02</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Apply the knowledge of development of languages and its use in personal &amp; professional life.</li> <li>• Apply the knowledge of language proficiency and its stages in personal and professional life.</li> <li>• Comprehend different environmental conditions for development of language.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Use the knowledge of development of languages and its use in personal &amp; professional life.</li> <li>• Apply the knowledge of language proficiency and its stages in personal and professional life.</li> <li>• Explain different environmental conditions for development of language.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Language – Concept, nature, characteristics &amp; implications</li> <li>• Types of languages – Mother tongue, Regional Language, State Language &amp; international language</li> <li>• Use of language for various situations – Home, community, school &amp; peer group.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Proficiency in language – Meaning, concept, nature &amp; characteristics.</li> <li>• Stages of language proficiency</li> <li>• Use of language proficiency.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Different environmental situation for language development---home, community, peer group, school, play group.</li> </ul>				
<b>Practical: Any two</b>	<ul style="list-style-type: none"> <li>• Project work – Status of language proficiency around home.</li> <li>• Survey – Situation in teacher-training institution regarding status of language proficiency.</li> <li>• Case Study – Language proficiency in various situations of teacher trainers/teacher trainees.</li> </ul>				
<b>Practicum/ Sessional</b>	Any one: <ul style="list-style-type: none"> <li>• School visit to find out communication problem / Apprehension in students</li> <li>• Assigning assignment on listening skills / speaking skills/ reading skills / writing skills</li> <li>• Organizing debate, discussion, seminar, stage speak, public speak and drama</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf">https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf</a></li> <li>• Pearson, J.C. et.al. (2011). Human Communication (4<sup>th</sup> edition). New York. McGraw Hill Companies Inc.</li> <li>• Floyed, K. (2009). Interpersonal communication. New York. McGraw Hill Companies Inc.</li> </ul>				

<b>Course Title</b>	<b>Course Code</b>	<b>Credit</b>	<b>Max Marks</b>	<b>External</b>	<b>Internal</b>
<b>Capability Enhancement Work</b>	<b>B. Ed-110</b>	<b>04</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• To develop team spirit in different situations of practical life.</li> <li>• To enhance writing skill,creativity and learning by doing.</li> <li>• To enhance the ability of expression,sharing new ideas.</li> <li>• To develop the skill of self expression.</li> <li>• To enhance confidence level for sharing their own feelings and point of view.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Knowledge to apply team spirit in different situations of practical life.</li> <li>• Writing skill, creativity, learning by doing</li> <li>• Able to apply the ability of expression, sharing new ideas.</li> <li>• To use the ability of self-expression.</li> <li>• Confidence level for share their own feelings and point of view.</li> </ul>				
<b>Course Contents:</b>					
<b>Field Tasks</b>	Personality development with emphasis on- Understanding the self-Communication skill including Language Use and improvement of speech.				
<b>Project Works</b>	Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon				
<b>Assignments</b>	Compulsory B.Ed.-101 To B.Ed-104				
<b>Seminar</b>	One Seminar Mandatory				
<b>Practicum/ Sessional &amp; Pedagogy</b>	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.				
<b>Evaluation Scheme</b>	<ul style="list-style-type: none"> <li>• Field Task- Report : 20 Marks</li> <li>• Project Work &amp; Assignments : 10x4=40 Marks</li> <li>• Seminar &amp; Classroom Presentation : 20 Marks</li> <li>• Viva-Voce : 20 Marks</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf">https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf</a></li> <li>• <a href="https://www.bc.edu/research/nbetpp/statements/nbr1.pdf">https://www.bc.edu/research/nbetpp/statements/nbr1.pdf</a></li> <li>• <a href="https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online">https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online</a></li> <li>• <a href="https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf">https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf</a></li> <li>• <a href="https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf">https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf</a></li> </ul>				

## Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Basic Level of Communication</b>	<b>B. Ed-111</b>	<b>04</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>To develop team spirit in different situations of practical life.</li> <li>To enhance writing skill, creativity and learning by doing.</li> <li>To enhance the ability of expression, sharing new ideas.</li> <li>To develop the skill of self-expression.</li> <li>To enhance confidence level for sharing their own feelings and point of view.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>Knowledge to apply team spirit in different situations of practical life.</li> <li>Writing skill, creativity, learning by doing</li> <li>Able to apply the ability of expression, sharing new ideas.</li> <li>To use the ability of self-expression.</li> <li>Confidence level for share their own feelings and point of view.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-1</b>	<b>Basic Level of Communication-</b> Meaning, Definition and Concept, Need, Nature Types of Communication: Visual communication, Verbal Communication, Non-verbal communication, Written Communication, Interpersonal Communication. Listening and External Communication. Ways to improve communication skill, Advantage of communication skill				
<b>Unit-2</b>	<b>Preparing for a Career</b> <ul style="list-style-type: none"> <li>Identifying job openings</li> <li>Applying for a job &amp; Preparing Cover letters</li> <li>Preparing a CV/Resume and Effective Profiling</li> <li>Personal Profile</li> </ul> <b>Presentation Skills</b> <ul style="list-style-type: none"> <li>Preparing a PowerPoint Presentation</li> <li>Greeting and introducing</li> <li>Group Discussions</li> <li>Preparing for and Facing a Job Interview</li> </ul>				
<b>Field Tasks</b>	To prepare report on Personality development with emphasis on- Understanding the self-Communication skill including Language Use and improvement of speech.				
<b>Project Works</b>	Designing self-made assessment tools on communication				
<b>Assignments</b>	To submit assignment on any topic related to paper code 101 to 104				
<b>Seminar</b>	One Seminar Mandatory				
<b>Participation</b>	Compulsory participation ( responsibilities of any committee /Club) in any 5 activities as well as attended any 5 activities of university level				
<b>Practicum/ Sessional &amp; Pedagogy</b>	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.				
<b>Evaluation Scheme</b>	<ul style="list-style-type: none"> <li>Bio-Data/ Personal Profile : <b>10 Marks</b></li> <li>Mock Interview : <b>20 Marks</b></li> <li>Classroom Presentation : <b>20 Marks</b></li> <li>Preparation of Short Educational Video:<b>20 Marks</b></li> <li>Viva-Voce (Self-Introduction with Video clip) : <b>20 Marks Total 100 Marks</b></li> <li>Attendance: <b>10</b></li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>The Art of Public Speaking By Dale Carnegie</li> <li>Just Listen By Mark Goulston.,The Art of Communicating-PDF Drive.com</li> <li><a href="https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf">https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf</a>.<a href="https://www.bc.edu/research/nbetpp/statements/nbr1">https://www.bc.edu/research/nbetpp/statements/nbr1</a></li> <li><a href="https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online">https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online</a></li> </ul>				

**B.Ed. (Semester-II )**

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Learning and Teaching</b>	<b>B.Ed-201</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<p><b>To enable student-teachers to-</b></p> <ul style="list-style-type: none"> <li>• Understand the concept, nature, types of learning and factors affecting learning.</li> <li>• Apply the knowledge of learning strategies &amp; individual differences.</li> <li>• Apply the various theories of learning in teaching-learning environment.</li> <li>• Comprehend the concept features, levels of teaching &amp; its related concepts.</li> <li>• Analyse the various variables of teaching &amp; comprehend social-constructive approach in teaching.</li> </ul>				
<b>Course Outcomes</b>	<p><b>After the completion of the course, pupil-teachers will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain, concept, nature, types of learning and factors affecting learning.</li> <li>• Apply the knowledge of learning strategies &amp; individual differences.</li> <li>• Use the various theories of learning in teaching-learning environment.</li> <li>• Explain the concept features, levels of teaching &amp; its related concepts.</li> <li>• Compare &amp; list the various variables of teaching &amp; comprehend social-constructive approach in teaching.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• <b>Modification of Teacher Behaviour</b></li> <li>• Learning: Concept, Nature, types of learning &amp; Factors influencing learning,</li> <li>• Learning strategies: Co-operative learning, peer-tutoring &amp; collaborative &amp; group learning; Role of Teacher &amp; School in relation to learning strategies.</li> <li>• Individual differences -Types, Causes &amp; Educational implications.</li> </ul>				
<b>Unit-II:</b>	<p>Theories of Learning:</p> <ul style="list-style-type: none"> <li>• Connectionism theory (Trial &amp; Error: Thorndike), concept, laws of learning &amp; Educational Implications.</li> <li>• Conditioning theories: Classical conditioning (Pavlov) &amp; Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.</li> <li>• Social constructivist theory (Vygotsky &amp; Bandura): Concept, nature &amp; Educational Implications.</li> <li>• Behavioural &amp; testable components of learning.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Teaching: Concept, characteristic, features and levels of teaching.</li> <li>• Related concepts of Teaching (Training, conditioning, instruction &amp; indoctrination)</li> <li>• Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviours (Entry Behaviours &amp; Learner's characteristics) Teacher Behaviours: (Competence, Personality, Teaching Style).</li> <li>• Social-constructivist approach in teaching (Applications of Bruner, Ausubel &amp; Vygotsky's ideas in teaching).</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>• Phase of Teaching: Pre-active, Interactive and Post-active.</li> <li>• Models of Teaching: Meaning, Need &amp; Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).</li> <li>• Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching &amp; Enrichment Program</li> </ul>				
<b>Practicum/ Sessional</b>	<ul style="list-style-type: none"> <li>• Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.</li> <li>• Seminar/ Presentation on learning theories.</li> <li>• Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue. Case-study on Individual differences.</li> </ul>				
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Chauhan, S.S. (2014). <i>"Innovations in Teaching Learning Process"</i>, Noida: Vikas Publishing House Private Ltd.</li> <li>• Dececco, J.P. (1988) <i>"The Psychology of Learning and Instruction"</i>, New Delhi: Prentice Hall.</li> <li>• Gagne, R.M. (1977). <i>"The conditions of learning"</i>, New York, Chicago: Holt, Rinehart and Winston.</li> <li>• Joyce, B. &amp; Weil, M. (1992). <i>"Models of Teaching"</i>, New Delhi, Prentice Hall.</li> <li>• Kulkarni, S.S. (1986). <i>"Introduction to Educational Technology"</i>, New Delhi: Oxford &amp; IBH Publishing Company.</li> <li>• Pandey, K.P. (1983). <i>"Dynamics of Teaching Behaviours"</i>, Ghaziabad: Amitash Parkashan.</li> <li>• Pandey, K.P. (1980). <i>"A First Course in Instructional Technology"</i>, Delhi: Amitash Parkashan.</li> <li>• Skinner, B.F. (1968). <i>"The Technology of teaching"</i>, New York: Appleton Century Crofts.</li> <li>• Sharma, R.A. (1991). <i>"Technology of Teaching"</i>, Meerut: R. Lall Book Depot.</li> <li>• Sharma, S.K. (2005). <i>"Learning and Teaching: Learning process"</i>, Delhi: Gyan Books Private Ltd.</li> </ul>				

Course Title	Course Code	Credit	Max Marks	External	Internal
Assessment for Learning	B.Ed-202	04	100	70	30
<b>Course Objectives:</b>	<b>Toenablestudent-teacher to-</b> <ul style="list-style-type: none"> <li>Understand the concept of assessment and evaluation, purposes &amp; objectives of evaluation &amp; critical review of current evaluation practices.</li> <li>Comprehend the importance of assessment in continuous and comprehensive manner</li> <li>Application of the assessment tasks and tools to assess learner's competence and performance</li> <li>Analyze, manage and interpret assessment data.</li> <li>Synthesis of the habit of reflecting-on and self-critiquing to improve performance.</li> </ul>				
<b>Course Outcomes</b>	<b>After the completion of the course, pupil-teachers will be able to:</b> <ul style="list-style-type: none"> <li>Explain the concept of assessment and evaluation, purposes &amp; objectives of evaluation &amp; critical review of current evaluation practices.</li> <li>Understand the importance of assessment in continuous and comprehensive manner</li> <li>Construct the assessment tasks and tools to assess learner's competence and performance</li> <li>Analyze, manage and interpret assessment data.</li> <li>Organize the habit of reflecting-on and self-critiquing to improve performance.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>Concept of Assessment &amp; Evaluation.</li> <li>Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.</li> <li>Critical review of current evaluation practices: <ul style="list-style-type: none"> <li>a) Formative and summative evaluation</li> <li>b) Prognostic and diagnostic</li> <li>c) Norm referenced test and Criterion referenced test</li> <li>d) Quantitative and Qualitative aspects &amp; assessment</li> </ul> </li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>Distinction between assessment of learning, assessment for learning and assessment as learning.</li> <li>Using assessment feedback for further learning.</li> <li>Writing different forms of questions – (VSA, SA, ET &amp; objective type, situation based)</li> <li>Construction of achievement tests- steps, procedure and uses</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>Assessment Policy According to NEP-Open Book Examination, Grading CGPA( Cumulative Grade Point Average)</li> <li>Need of CCE and its importance.</li> <li>Meaning &amp; Construction of process-oriented tools – observation schedule; check-list; rating scale.</li> <li>Portfolio assessment – meaning, scope &amp; uses; developing &amp; assessing portfolio.</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>Interpreting student's performance: <ul style="list-style-type: none"> <li>Descriptive statistics (measures of central tendency &amp; measures of variability, percentages)</li> <li>Graphical representation (Histogram, Frequency Curves)</li> </ul> </li> <li>Role of feedback to stake holders (Students, Parents, Teachers) to improve teaching – learning process, Identifying the strengths &amp; weakness of learners.</li> <li>Reporting student's performance (Progress reports, cumulative records) profiles and their uses.</li> </ul>				
<b>Practicum/ Sessional</b>	<ul style="list-style-type: none"> <li>Construction of unit test, using table of specifications and administering it to target group and interpreting the result.</li> <li>Analysis of question papers (teacher made)</li> <li>Writing self-appraisal/ create portfolio.</li> <li>Planning and organizing student's portfolio.</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, Experience, and school. Washington, DC: National Academy Press. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin. Burke, K., Fogarty, R., &Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.				

**B.Ed.(Semester-II)**

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF PHYSICAL SCIENCE	B.Ed-203	04	100	70	30
<b>Course Objectives:</b>	Toenablestudent-teacher to- <ul style="list-style-type: none"> <li>Understand the concept, nature &amp; Scope of Physical Science.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Comprehend the need, importance, aim and objectives of Teaching Physical Science.</li> <li>• Select suitable approaches, methods, different resources to teach Physical Science.</li> <li>• Understand the importance of planning for Teaching Physical Science.</li> <li>• Application of skill of planning lesson plan based on various approaches.</li> </ul>
<b>Course Outcomes</b>	<p>After the completion of the course, pupil-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept, nature &amp; Scope of Physical Science.</li> <li>• Explain need, importance, aim and objectives of Teaching Physical Science.</li> <li>• Adopt suitable approaches, methods, different resources to teach Physical Science.</li> <li>• Appreciate the importance of planning for Teaching Physical Science.</li> <li>• Construct lesson plan based on various approaches.</li> </ul>
<b>Course Contents:</b>	
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Concept, Nature and Scope with reference to Physical Science &amp; its branches.</li> <li>• History of Physical science and contribution of Indian Scientists in the field of Physics &amp; Chemistry.</li> <li>• Need &amp; importance Physical Science in secondary school &amp; its values in the present context.</li> <li>• Correlation of Physical science with other school subjects.</li> <li>• Aim &amp; objectives of Physical Science.</li> <li>• Bloom's Taxonomy of instructional objectives.</li> </ul>
<b>Unit-II:</b>	<p><b>Teaching Skills: -</b></p> <ul style="list-style-type: none"> <li>• Skill of Reinforcement.</li> <li>• Skill of Introducing the Lesson</li> <li>• Skill of Illustrate with the help of Examples</li> <li>• Skill of Explaining</li> <li>• Skill of Stimulus Variation</li> <li>• Skill of Black-Board Writing</li> <li>• Concept, Need &amp; Importance of Unit Planning &amp; Lesson Planning</li> </ul>
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Meaning, Principles &amp; Steps of Curriculum construction in Physical Science</li> <li>• Physical Science Laboratory.</li> <li>• Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.</li> <li>• E-learning Resources – Use of Multimedia &amp; Computers, PPT, Internet, Website, Teleconferences.</li> <li>• Improvised Apparatus – Meaning, Importance &amp; Steps</li> <li>• Professional Growth of Physical Science Teacher in Service Program Orientation Program, Refresher Courses, Seminars,</li> </ul>
<b>Unit-IV:</b>	<p><b>3Methods of Teaching Physical Science</b></p> <ul style="list-style-type: none"> <li>• Project Method</li> <li>• Heuristic Method &amp; Problem Solving Method</li> <li>• Lecture-cum-Demonstration method</li> <li>• Laboratory Method</li> </ul>
<b>Practicum/ Sessional</b>	<ol style="list-style-type: none"> <li>i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level.</li> <li>ii. Improvisation of Apparatus/Equipment</li> <li>iii. Seminar Presentation on any Topics given in the Syllabus.</li> </ol>
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b>  Adams, G.S. (1964). <i>Measurement &amp; Evaluation in Education, Psychology &amp; Guidance</i>, New York: Halt, Rinehart &amp; Winston.  Aggarwal, J.C. (2005). <i>Essential of Examination System</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</p>

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF SOCIAL SCIENCES</b>	<b>B.Ed-204</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<b>To enable student-teacher to-</b> <ul style="list-style-type: none"> <li>Understand the foundation of teaching Social Science.</li> <li>Acquire the knowledge of resources for teaching/learning social science</li> <li>Synthesis of co-curricular activities through the Social Science Club.</li> <li>Apply knowledge of achievement test in Social Science at secondary and higher secondary level.</li> <li>Apply knowledge of lesson plans in Social Science for instructional purposes.</li> </ul>				
<b>Course Outcomes</b>	<b>After the completion of the course, pupil-teachers will be able to:</b> <ul style="list-style-type: none"> <li>Explain the foundation of teaching Social Science.</li> <li>recognize resources for teaching/learning social science</li> <li>Construct to organize co-curricular activities through the Social Science Club.</li> <li>Construct achievement test in Social Science at secondary and higher secondary level.</li> <li>Construct lesson plans in Social Science for instructional purposes.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Social Sciences as a school subject.</li> <li>Aims and Objectives of teaching Social Sciences at School level.</li> <li>Taxonomy and Behavioural objectives in Social Sciences.</li> <li>Relationship of Social Science with other subjects and within the subject.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market</li> <li>Meaning, importance and Steps of Pedagogical Analysis.</li> <li>Lesson planning in Social Sciences: Need &amp; Importance, Basic Elements &amp; its Preparation</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological.</li> <li>Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)</li> <li>Skills of teaching Social Studies: Skill of Explaining, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</li> </ul>				
<b>Unit-IV:</b>	<b>Approaches and Evaluation in Teaching</b> <ul style="list-style-type: none"> <li>Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model.</li> <li>Social Science Club- Meaning, Importance and Organization (Club activities, Exhibitions, Field Trips, Quiz Competitions)</li> <li>Meaning, Importance and Types of Evaluation in Social Sciences.</li> <li>New approaches to Assessment – Question bank, Open Book Examination, Grading &amp; Credit System.</li> <li>Construction of Achievement Test – Concept and Steps.</li> </ul>				
<b>Practicum/ Sessional</b>	<ol style="list-style-type: none"> <li>Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality</li> <li>Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz program/Prepare an action plan for social science club</li> <li>Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic.</li> <li>Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.</li> <li>Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test</li> <li>Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10<sup>th</sup></li> </ol>				
<b>Suggested</b>	<b>Suggested Readings:</b>				

<b>Readings:</b>	<ul style="list-style-type: none"><li>• Agarwal, J.C. (1993). <i>Teaching of Social Studies-A Practical Approach, Second Revised Edition</i>, Vikas Publishing House.</li><li>• Batra, P.(ed) (2010) <i>Social Science Learning in Schools: Perspective and Challenges</i>, New Delhi, Sage</li><li>• Dhamija, N. (1993). <i>Multimedia Approaches in Teaching Social Studies</i>, New Delhi: Harman Publishing House</li><li>• Eklavya (1994) <i>Samajik Adhyayan Shikshan</i>: Ek Prayog, Hoshangabad: Eklavya.</li><li>• George, A. and Madan, A. (2009) <i>Teaching Social Science in Schools</i>, NCERT's New Textbook, New Delhi: Sage</li><li>• Gupta Rainu (2013) <i>Teaching of Social Science</i>, New Delhi, Doaba Publications.</li><li>• Gupta Rainu (2012) <i>Samajik Vigyan Shikshan</i>, New Delhi: Doaba Publications.</li></ul>
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Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF COMPUTER SCIENCE</b>	<b>B.Ed.- 205</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<b>Toenablestudent-teacher to-</b> <ul style="list-style-type: none"> <li>Understand the need and importance of computer science as a subject.</li> <li>Acquire knowledge of aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.</li> <li>Application of Pedagogical Analysis of various concepts in computer science.</li> <li>Comprehend the importance of computer textbooks.</li> <li>Application of knowledge of skills relating to planning lessons and presenting them effectively.</li> </ul>				
<b>Course Outcomes</b>	<b>After the completion of the course, pupil-teachers will be able to:</b> <ul style="list-style-type: none"> <li>Explain the need and importance of computer science as a subject.</li> <li>State and formulate aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.</li> <li>Perform Pedagogical Analysis of various concepts in computer science.</li> <li>Discuss the importance of computer textbooks.</li> <li>Acquire skills relating to planning lessons and presenting them effectively.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li><b>Historical perspectives of computer science.</b></li> <li>Meaning, Nature and Scope of Computer Science.</li> <li>Significance of Computer Science in school curriculum.</li> <li>Place of Computer Science at different stages of school.</li> <li>Aims and Objectives of Teaching Computer Science at different stages of school.</li> <li>Blooms Taxonomy of educational objectives.</li> <li>Formulation of specific objectives in al terms.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li><b>Content-</b> Computer System, Computer Software, Networking, MS-Windows, MS-Office and Operating System</li> <li><b>Pedagogical Analysis:</b> Following point should be followed for pedagogical analysis: <ul style="list-style-type: none"> <li>a) Identification of concept.</li> <li>b) Enlisting al outcomes.</li> <li>c) Enlisting activities and experiments.</li> <li>d) Enlisting evaluation techniques.</li> </ul> </li> <li><b>Lesson Planning:</b> Concept, Need and Importance of unit planning and lesson planning</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>Development and designing of computer science curriculum.</li> <li>Development of text-books</li> <li>Development of self-instructional material</li> <li>Designing and managing Computer Laboratory.</li> </ul> <b>Teaching Skills-</b> Skill of Introducing the lesson, Probing Questions, illustration with examples, Stimulus Variations, Skill of Explaining.				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li><b>Teaching Methods:</b> Lecture-cum-Demonstration method, Project method, Computer Assisted Instruction method, Laboratory Method, Mobile learning and Online learning</li> <li><b>Evaluation-</b> Meaning and importance of evaluation, Types and techniques, Achievement Test, Characteristics of a good test in Computer Science, Preparing, reporting and evaluating the results. Comprehensive and Continuous Evaluation.</li> </ul>				
<b>Practicum/ Sessional</b>	<ol style="list-style-type: none"> <li>Critical analysis of course content of Computer science of secondary school curriculum.</li> <li>Prepare an achievement test of course content of Computer science of secondary school curriculum.</li> <li>Internet based project: Form a group on internet and share educational information with atleast one link to audio/video material and prepare the project using ppt.</li> </ol>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> Agarwal J. C. (2006). <i>Essential of educational technology, Teaching and learning</i> . New Delhi: Vikas Publishing House Pvt. Ltd. Sharma, R. A. (2008). <i>Technological foundation of education</i> . Meerut: R. Lall Books Depot. Sharma, R. N. (2008). <i>Principles and Techniques of Education</i> . Delhi: Surjeet Publications. Singh, Arjinder. <i>Teaching of Computer Education</i> . Jalandhar: Modern Publisher Sinha, P.K. & Sinha, P. <i>Computer Fundamentals</i> , BPB Singh. K. (2009). <i>Teaching Practice</i> . New Delhi: APH Publishing Corporation.				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF HOME SCIENCE</b>	<b>B.Ed.- 206</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<b>Toenablestudent-teacherto-</b> <ul style="list-style-type: none"> <li>• Comprehend the modern concept, aims, objectives, and scope of Home Science &amp; its correlation with other subject.</li> <li>• Apply the knowledge of food &amp; nutrition, childcare, clothing &amp; textile and home management in real life.</li> <li>• Apply appropriate teaching methods, learning experiences for teaching of Home Science.</li> <li>• Synthesis the home science curriculum, text books and los cost TLM</li> <li>• Application of various teaching skills and prepare unit plan &amp; lesson plan of home science teaching.</li> <li>• Understand the concept, need, types and importance of evaluation and CCE pattern of evaluation in Home Science.</li> </ul>				
<b>Course Outcomes</b>	<b>After the completion of the course, pupil-teachers will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the modern concept, aims, objectives, and scope of Home Science &amp; its correlation with other subject.</li> <li>• Apply the knowledge of food &amp; nutrition, childcare, clothing &amp; textile and home management in real life.</li> <li>• Apply appropriate teaching methods, learning experiences for teaching of Home Science.</li> <li>• develop home science curriculum, text books and los cost TLM</li> <li>• Demonstrate the various teaching skills and prepare unit plan &amp; lesson plan of home science teaching.</li> <li>• Discuss the concept, need, types and importance of evaluation and CCE pattern of evaluation in Home Science.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Meaning, definition and modern concept of Home Science</li> <li>• Aims &amp; objectives of Home Science.</li> <li>• Scope of Home Science.</li> <li>• Significance of Home Science in modern school curriculum.</li> <li>• Correlation of Home Science with other school subject.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Food, Nutrition &amp; Health</li> <li>• Childcare, Hygiene &amp; Sanitation.</li> <li>• Clothing &amp; Textile</li> <li>• Home Management (Time, Money, Energy)</li> <li>• Importance of planning and principles of budget making.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Methods of teaching in Home Science.</li> <li>• Identification and use of various learning resources in home science.</li> <li>• Development of low cost TLM for home science teaching.</li> <li>• Development &amp; designing the curriculum.</li> <li>• Development of text-book., <b>Job opportunities in Home Science.</b></li> <li>• Planning of space &amp; equipment for Home Science teaching.</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>• Meaning and importance of microteaching, essential, teaching skills.</li> <li>• Bloom's taxonomy, writing objectives in Behavioural teaching.</li> <li>• Meaning and importance of Unit Plan and lesson plan, steps of preparing lesson plan.</li> <li>• Concept, need, types and importance of evaluation</li> <li>• CCE pattern of Evaluation in Home Science.</li> </ul>				
<b>Practicum/ Sessional</b>	<ul style="list-style-type: none"> <li>• Make a file of essential equipment's of Home Science Lab.</li> <li>• Make file different types of teaching aids (chart, model, PPT, OHP transparency, article) at school level.</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> Chandra, Shah & Joshi. <i>Fundamental of Teaching of Home Science</i> , New Delhi: Sterling Publishers Pvt. Ltd Dass& Ray. <i>Teaching of Home Science</i> , New Delhi: Sterling Publishers Pvt. Ltd Devdass, R. P. <i>Method of Teaching of Home Science</i> , New Delhi: NCERT. Devdass, R. P. <i>Teaching of Home Science in Secondary School</i> . A handbook of Suggestion for Teachers, New Delhi: NCERT Spafford, I. <i>Fundamental in Teaching of Home Science</i> , New York: John Wiley & Sons CBSE (2009); <i>Teacher's manual on CCE</i> . New Delhi: CBSE				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF MATHEMATICS</b>	<b>B.Ed.- 207</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	Toenablestudent-teacherto- <ul style="list-style-type: none"> <li>• Apply the mathematical ideas from basic axioms.</li> <li>• Apply the mathematics to solve theatrical and applied problems.</li> <li>• Apply the knowledge of computational ability in solving a wide array of mathematical problems.</li> <li>• Comprehend applications of Mathematics in various disciplines and also in society.</li> <li>• Apply the mathematical knowledge to analyze and solve problems.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Derive the mathematical ideas from basic axioms.</li> <li>• Utilize mathematics to solve theatrical and applied problems.</li> <li>• Demonstration a computational ability in solving a wide array of mathematical problems.</li> <li>• Identify applications of Mathematics in various disciplines and also in society.</li> <li>• Use mathematical knowledge to analyze and solve problems.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Meaning, nature and scope of mathematics</li> <li>• History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam</li> <li>• Relationship of Mathematics with other school subjects</li> <li>• Aims and objectives of Mathematics teaching</li> <li>• Behavioural objectives: meaning and importance of al objectives, writing instructional objectives for teaching of mathematics (Bloom’s Taxonomy of Instructional Objectives).</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation</li> <li>• Lesson planning:Need and importance, steps involved in lesson planning, features of a good lesson plan.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Meaning, Importance and Principles of designing a good curriculum of Mathematics</li> <li>• Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics</li> <li>• Applications of ICT in teaching of mathematics</li> <li>• Meaning and importance and preparation of audio-visual aids in teaching mathematics</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>• <b>Methods of teaching Mathematics</b></li> <li>• Lecture cum demonstration method</li> <li>• Analytic-Synthetic</li> <li>• Laboratory</li> <li>• Inductive-Deductive</li> <li>• Problem Solving</li> <li>• Project Method</li> <li>• Evaluation: Meaning, importance and types of evaluation.</li> <li>• Preparation of diagnostic and achievement test.</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following</b> <ol style="list-style-type: none"> <li>i. Critical study of mathematics text book of secondary school.</li> <li>ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school</li> <li>iii. Prepare an achievement test of mathematics</li> <li>iv. Prepare a diagnostic tests of mathematics</li> <li>v. Prepare slides using MS Power point on any one topic of mathematics</li> </ol>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> Aggarwal, J. C. (2008). <i>Teaching of mathematics</i> . UP: Vikas Publishing House Pvt Ltd. Bagyanathan, D. (2007). <i>Teaching of mathematics</i> . Chennai: Tamil Nadu Text Book Society. Bhatia, K. K. (2001). <i>Foundations of teaching learning process</i> . Ludhiana: Tandon CFAI. (2004). <i>Methodology of teaching mathematics</i> . Hyderabad: ICFAI University Press. Ediger, M., &Bhaskara Rao, D. B. (2004). <i>Teaching mathematics successfully</i> . New Delhi: Discovery Publishing House. Ediger, M., & Rao, D.B. (2000). <i>Teaching mathematics successfully</i> . New Delhi: Discovery Publishing House.				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF ENGLISH</b>	<b>B.Ed.- 208</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	To enable student-teachers to- <ul style="list-style-type: none"> <li>Apply the knowledge of English language.</li> <li>Synthesis of linguistic skills among pupils.</li> <li>Application of the knowledge of pedagogical analysis of the content in English language and develop teaching skills.</li> <li>Application of aids in teaching of English.</li> <li>Application of the performance of the students.</li> <li>Understand and use various teaching methods approaches of English.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>Define of English language.</li> <li>Develop linguistic skills among pupils.</li> <li>Conduct pedagogical analysis of the content in English language and develop teaching skills.</li> <li>Make effective use of introduction aids in teaching of English.</li> <li>Assess the performance of the students.</li> <li>Explain and use various teaching methods approaches of English.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>Importance of teaching English at National and International Scenario.</li> <li>Position of English in the Indian School Curriculum.</li> <li>Aims and objectives of teaching English</li> <li>Pedagogical analysis of Prose, Poetry, Grammar, Composition.</li> <li>Objectives and Lesson Planning.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>Strategies for developing language skills: Listening and Speaking.</li> <li>Developing Reading Skills &amp; reading comprehension: Intensive and Extensive Reading, silent and loud reading.</li> <li>Developing Writing Skills: Characteristics and Techniques for improvement.</li> <li>Teaching grammar – Deductive and Inductive Approach.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>Features of English Pronunciation: Stress, intonation.</li> <li>Co-curricular activities in English classroom: Language games, quiz, debates, group discussions.</li> <li>Importance of Instructional material and their effective use.</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>Qualities of a good teacher of English</li> <li>Difference between measurement and evaluation</li> <li>Meaning and significance of Comprehensive and continuous evaluation in English.</li> <li>Development of good test items in English (Objective- type, essay - type and short answer type)</li> </ul>				
<b>Practicum/ Sessional</b>	<b>Any one of the following:</b> <ol style="list-style-type: none"> <li>Preparation of Diagnostic Test, Achievement Test and reading comprehension test.</li> <li>Preparation of Instructional Material:               <ol style="list-style-type: none"> <li>Preparing PPT's</li> <li>Preparation of Charts and Models</li> </ol> </li> <li>Prepare a Remedial program for a child having English Spelling errors.</li> </ol>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>Bansal, R.K. and Harrison. (1972): <i>Spoken English for Indian</i>, Madras: Orient Longman Ltd.</li> <li>Baruag, T.C. (1985): <i>The English Teacher's Handbook</i>, New Delhi Starling publishing Pvt.Ltd.</li> <li>Kochar, Shasi, Rama ChandranJothy (2001). <i>Teaching of English</i>. New Delhi.</li> <li>Lado, Robert (1971). <i>Language Teaching</i>, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.</li> <li>Mendonca, Lawrence, (2002). <i>Applied English Grammar and Composition</i>. New Delhi: Nav Publications.</li> <li>NCERT (2005) <i>Position Paper National Focus Group on Teaching of English</i>, New Delhi, NCERT.</li> <li>Paliwal, A.K., (1988): <i>English Language Teaching</i>, Jaipur: Surbhi Publication</li> <li>Rai, Geeta (2009). <i>Teaching of English</i>, Meerut: VinayRakheja</li> <li>Sawhney, K.K. &amp; Sharma, K.R. (2004). <i>Teaching of English</i>, Jammu: Educational Publishers.</li> </ul>				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF HINDI</b>	<b>B.Ed.- 209</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives :</b>	<b>छात्र -शिक्षककोसक्षमबनानेहेतु:</b> <ul style="list-style-type: none"> <li>मातृभाषाहिन्दीकीप्रकृति एवंमहत्वकाबोधकरसकेंगे।</li> <li>विदेशोंमेंहिन्दीभाषाकेमहत्वकेजानकाप्रयोगकरसकेंगे।</li> <li>भाषाकेआधारभूतकौशलोकेशिक्षणकाअभ्यासकरसकेंगे।</li> <li>हिन्दीशिक्षणकीविभिन्नविधियोंकाबोधकरसकेंगे।</li> <li>मूल्यांकनप्रक्रियाकासंश्लेषणकरसकेंगे।</li> <li>पाठ्यक्रमकेनिर्माणकेसिद्धान्तोंकाजानप्राप्तकरसकेंगे।</li> </ul>				
<b>Course Outcomes</b>	<b>पाठ्यक्रमसमाप्तिकेउपरान्त छात्र -शिक्षकसक्षम होसकेंगे :</b> <ul style="list-style-type: none"> <li>मातृभाषाहिन्दीकीप्रकृति एवंमहत्वकेबारेमेंव्याख्याकरसकेंगे।</li> <li>विदेशोंमेंहिन्दीभाषाकेमहत्वकोस्पष्टकरसकेंगे।</li> <li>भाषाकेआधारभूतकौशलोकेशिक्षणकाअभ्यासकरसकेंगे।</li> <li>हिन्दीशिक्षणकीविभिन्नविधियोंकावर्गीकरणकरसकेंगे।</li> <li>मूल्यांकनप्रक्रियाकोप्रतिपादनकरसकेंगे।</li> <li>पाठ्यक्रमकेनिर्माणकेसिद्धान्तोंकीसूचीबनासकेंगे।</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>हिन्दीभाषाकीभूमिकामातृभाषाहिन्दीकासम्प्रत्ययए प्रकृति एवंक्षेत्र</li> <li>संविधानमेंहिन्दीभाषाकीस्थिति एवंवैश्वीकरणकेसन्दर्भमेंहिन्दीभाषाकामहत्व।</li> <li>ब्लूमद्वारा निर्धारित उद्देश्यकाव्यवहारिकप्रयोग।</li> <li>हिन्दीमें उच्चारणशिक्षणए अक्षर-विन्यास:- उच्चारणऔरअक्षर-विन्याससम्बन्धित त्रुटियोंकेनिवारण एवंसंशोधनमेंभाषायीप्रयोगशालाकामहत्व।</li> </ul>				
<b>Unit-II:</b>	<b>भाषाईकौशलएवंशिक्षाशास्त्रीयविश्लेषण:</b> <ul style="list-style-type: none"> <li>भाषाईकौशलकासामान्य ज्ञान: 1, श्रवणकौशल 2, भाषणकौशल 3, पठनकौशल 4. लेखनकौशल</li> <li>इनकौशलोंकोविकसित करनेमेंसहायकअध्ययनसंसाधनोंकाप्रयोग।</li> </ul> <b>विद्यालयपाठ्यचर्यापरआधारितशिक्षाशास्त्रीयविश्लेषण: गद्यऔरपद्यकेकिसीदोउपविषयोंकाशिक्षाशास्त्रीयविश्लेषण (6से10तककेपाठ्यचर्यासे)</b> <ul style="list-style-type: none"> <li>शिक्षाशास्त्रीयविश्लेषण-सम्प्रत्ययकीपहचानए उद्देश्यरेखांकनए प्रयोगात्मकक्रियाओंकोसूचीबद्धकरनाए मूल्यांकनतकनीकनिर्धारण</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>पाठयोजनाकाअर्थए महत्वए रूपरेखाएवंनिर्माण (कम्प्यूटरीकृतएवंसूचनातकनीकीकेसहयोगसे)</li> <li>हिन्दीभाषाशिक्षणकीविधियाँएवंअभ्यासकार्य।</li> <li>गद्यशिक्षण (विभिन्नविधाओंकेरूपमें)ए पद्यशिक्षण व्याकरणशिक्षण</li> <li>रचनाशिक्षण (कहानीए पत्रएवंनिबन्धकेरूपमें)</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>पाठ्यक्रमनिर्माणएवंसमीक्षापाठ्यपुस्तककीविशेषताएवंमाध्यमिकस्तरकीहिन्दीपाठ्यपुस्तककीसमीक्षा। शिक्षार्थीउन्नयनमूल्यांकन (आधुनिकमूल्यांकनतकनीकआधारित)</li> <li>प्रश्नपत्रकनिर्माण (उद्देश्यवारए प्रश्नवारए प्रकरणवारअंकविभाजनएवंब्लूप्रिंटकानिर्माणतथाप्रश्नपत्रकाविश्लेषण।)</li> </ul>				
<b>Practicum/ Sessional</b>	<b>निम्नलिखितमेंसेकिसीएकपरपरियोजनाकार्यतैयारकरे।</b> <ul style="list-style-type: none"> <li>हिन्दीकेसाहित्यकारोंमेंसेकिसीएकसाहित्यकारकीकिसीएकविधाकाआलोचनात्मकअध्ययन।</li> <li>हिन्दीशिक्षणमेंमनोरंजनात्मकक्रियाओं: शब्दअन्ताक्षरीए दोहाअन्ताक्षरीए प्रहेलिकाकाआयोजन।</li> <li>हिन्दीशिक्षककेलिएवाँछितयोग्यताएवंव्यवसायिकदक्षताऔरसम्भावितकार्यक्षेत्रकाज्ञान।</li> </ul>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>उमा, मंगल. (2008). हिन्दीशिक्षण, नईदिल्ली: आर्यबुकडिपो</li> <li>कश्यप, रेणु. (2001). 'राजभाषाहिन्दीकास्वरूप' विश्लेषण, पटना: जिज्ञासाप्रकाशन, झेलमअपार्टमेंट</li> <li>कुमार, योगेश. (2004). 'आधुनिकहिन्दीशिक्षण' नईदिल्ली: ए.पी. एच. पब्लिशिंगकार्पोरेशन</li> <li>पाण्डेयए रामशकल. (2004). 'नूतनहिन्दीशिक्षण' आगरा: विनोदपुस्तकमन्दिरपारीक, ममता. (2006). हिन्दीशिक्षणजयपुर: कल्पनापब्लिकेशन्सचाँदपोलबाजार, भाटिया, कैलाशचन्द्रएवंमोतीलालचतुर्वेदी. (2001). हिन्दीभाषाविकासऔरस्वरूप', नईदिल्ली: ग्रंथअकादमी, व्यासभगवतीलालएवंवेदप्रकाश. (2004). हिन्दीशिक्षणकेनयेआयाम: आगरा: राधाप्रकाशनमन्दिरसिंह, निरंजनकुमार. (2006). माध्यमिकविद्यालयोंमेंहिन्दीशिक्षण' राजस्थान: हिन्दीग्रन्थअकादमी, तिलकनगर</li> </ul>				

**B.Ed.(Semester-II)**

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF SANSKRIT</b>	<b>B.Ed- 210</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<p><b>छात्र -शिक्षककोसक्षमबनानेहेतु:</b></p> <ul style="list-style-type: none"> <li>• छात्रमाध्यमिकस्तरपरसंस्कृत-शिक्षणउद्देश्योंकासंश्लेषणकरसकेंगे।</li> <li>• संप्रेषणकौशलकेमहत्वकाबोधकरसकेंगे।</li> <li>• संस्कृतशिक्षणकीविधियोंकाप्रयोगअपनेशिक्षणमेंकरसकेंगे।</li> <li>• संस्कृतशिक्षणकेलिएअनुदेशात्मकसामग्रीकोतैयारएवंउसकाप्रभावशालीढंगसेप्रयोगकरनेकाकौशलविकसितकरसकेंगे।</li> <li>• विद्यार्थियोंकोसंस्कृतशिक्षणएवंअधिगमकेविभिन्नपहलुओंकाबोधकरसकेंगे।</li> <li>• संस्कृतशिक्षणमेंनिदानात्मकवउपचारात्मकशिक्षणकीभूमिकाकाप्रयोगकरसकेंगे।</li> </ul>				
<b>Course Outcomes</b>	<p><b>पाठ्यक्रमसमाप्तिकेउपरान्त छात्र -शिक्षकसक्षम होसकेंगे :</b></p> <ul style="list-style-type: none"> <li>• छात्रमाध्यमिकस्तरपरसंस्कृत-शिक्षणउद्देश्योंकाप्रतिपादनकरसकेंगे।</li> <li>• संप्रेषणकौशलकेमहत्वकीसमझकोविकसितकरसकेंगे।</li> <li>• संस्कृतशिक्षणकीविधियोंकाप्रयोगअपनेशिक्षणमेंकरसकेंगे।</li> <li>• संस्कृतशिक्षणकेलिएअनुदेशात्मकसामग्रीकोतैयारएवंउसकाप्रभावशालीढंगसेप्रयोगकरनेकाकौशलविकसितकरसकेंगे।</li> <li>• विद्यार्थियोंकोसंस्कृतशिक्षणएवंअधिगमकेविभिन्नपहलुओंकीव्याख्याकरसकेंगे।</li> <li>• संस्कृतशिक्षणमेंनिदानात्मकवउपचारात्मकशिक्षणकीभूमिकाकाप्रयोगकरसकेंगे।</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• संस्कृतभाषाएवंसाहित्यकामहत्ववइसकाअन्यविषयोंसेअन्तसंबंध।संस्कृतभाषाकाअन्यभाषाओंसेसंबंध।आधुनिकपाठ्यक्रममेंसंस्कृतकास्थान।त्रिभाषासूत्रएवंअन्यशासकीयप्रतिवेदनकासंस्कृतशिक्षणपरप्रभाव।</li> <li>• संस्कृतआयोगकेप्रतिवेदनऔरउसकेअनुकरणकार्यपरविमर्श।संस्कृतभाषाकाविश्वभाषाओंकेसाथसहसम्बन्धतथाअध्ययनकीप्रासंगिकता।संस्कृतशिक्षणकेलक्ष्य,उद्देश्यऔरइनकाविभाजन।</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• संस्कृतभाषाशिक्षणकीपरम्परागतऔरआधुनिकविधियोंकापरिचय</li> </ul> <p>पाठशाला (सूत्र) विधिभण्डारकर (व्याकरणअनुवाद)</p> <p>विधिप्रत्यक्षएवंमौखिकविधिसंरचनात्मकउपागमअभिक्रमितअनुदेशनसंस्कृतशिक्षणार्थसूचनातकनीकीकेआधुनिकसाधनोंकाजानएवंप्रयोगकाअभ्यास</p>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• संस्कृत भाषा की विभिन्न विधाओं का शिक्षण</li> <li>• संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना</li> <li>• संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना</li> <li>• संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना</li> <li>• संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना</li> <li>• संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना</li> <li>• संस्कृतशिक्षणमेंअभ्यासकार्यनियोजनतथासंशोधनप्रक्रिया</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>• संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण</li> <li>• संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार</li> <li>• संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार</li> <li>• संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण</li> </ul>				
<b>Practicum/Sessional</b>	<ul style="list-style-type: none"> <li>• छात्राध्यापकसंस्कृतमूल्यांकनहेतुमाध्यमिकस्तरकेपाठ्यक्रममेंसेवस्तुनिष्ठलघूत्तरात्मकतथानिबन्धात्मकप्रश्नपत्रोंकानिर्माणसंस्कृतमाध्यममेंकरेंगे।माध्यमिकस्तरकीसंस्कृतपाठ्यपुस्तककीसमीक्षाकरेंगे।</li> <li>• एकपाठ्यपुस्तककेप्रत्येकपाठसेदस-दसशब्दोंकापदपरिचयपावरप्वॉइंटकेप्रयोगद्वारातैयारकरेंगे।</li> <li>• कक्षाकेसमविविषमअनुक्रमांकवालेछात्रक्रमशःगीताकेप्रथमऔरअन्तिमअध्यायकाशास्त्रीयविश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दोंमें करेंगे।</li> </ul>				
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• आप्टे,डी.जी. एवमडोगरे (1980).टीचिंगआॅफसंस्कृतइनसैकेण्डरीस्कूल,बडौदा: आचार्यबुकडिपो।</li> <li>• काले, एम.आर. हायरसंस्कृतग्रामरगवर्नमेंन्टआॅफइण्डिया:रिपोर्टआॅफसंस्कृतकमीशन।</li> <li>• पाण्डे, आर.एस. (2000). संस्कृतशिक्षण, आगरा:विनोदपुस्तकमन्दिरपाण्डेय, रामशक्ल,संस्कृतशिक्षण,आगरा:विनोदपुस्तकमन्दिर।मित्तल,सन्तोष,संस्कृतशिक्षण, मेरठ:आरलालबुकडिपोमिश्र, प्रभाशंकर,संस्कृत-शिक्षण।</li> <li>• बोक्लिणएवम्पारसनिक,एन्यूएपरोचदूसंस्कृत, पूना:लोकसंग्रहप्रेस।सफाया, रघुनाथ, संस्कृत-शिक्षण, चण्डीगढ: हरियाणा साहित्य अकादमीसिंह, एस.डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी।शास्त्री एवम् शास्त्री, संस्कृत शिक्षण,</li> </ul>				

**B.Ed. (Semester-II)**

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF BIOLOGICAL SCIENCE</b>	<b>B.Ed-211</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<p><b>To enable student-teachers to-</b></p> <ul style="list-style-type: none"> <li>• Understand the Nature &amp; Scope of Biological Science</li> <li>• Apply the Knowledge of the objectives of Teaching biological Science</li> <li>• Apply the Knowledge of the approaches, methods, different resources to teach biological science.</li> <li>• Applying e-resources in teaching biological science.</li> <li>• Application of the knowledge of lesson plan and using various skills of teaching.</li> </ul>				
<b>Course Outcomes</b>	<p><b>After the completion of the course, pupil-teachers will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain Nature &amp; Scope of Biological Science</li> <li>• State and write the objectives of Teaching biological Science</li> <li>• Use approaches, methods, different resources to teach biological science.</li> <li>• Applying e-resources in teaching biological science.</li> <li>• Preparation of lesson plan and using various skills of teaching.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Meaning, Nature and Scope with reference to biological science and its branches.</li> <li>• History of Biological science and contribution of Indian Biologist.</li> <li>• Need and Importance of Biological in secondary schools and its values in the present context.</li> <li>• Correlation of Biological science with other school subject.</li> <li>• Aim and Objectives of Teaching Biological science.</li> <li>• Bloom's Taxonomy of educational objectives.</li> <li>• Formulation of specific objectives in Behavioural terms.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Teaching Skills</li> <li>– Skill of introducing the lesson, Skill of illustration with the help of examples.</li> <li>– Skill of explaining ,Skill of stimulus variation Skill of using black board</li> <li>• Concept, Need Importance &amp; steps of lesson planning.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Meaning, Principles and steps of curriculum construction in Biological Sciences.</li> <li>• Biological Science Laboratory. Visual Aids: - Chart, Model, Specimen.</li> <li>• E-learning Resources: Use of Multimedia and Computers in Biological Science, PPT, Internet, Website, Teleconferencing.</li> <li>• Professional growth of biological science teacher-in service program, orientation program, refresher courses, seminar.</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>• Methods of Teaching Biological Science from above;</li> </ul> <p>Lecture cum demonstration method ,Project Method ,Laboratory method</p>				
<b>Practicum/ Sessional</b>	<p><b>Any one of the following</b></p> <ol style="list-style-type: none"> <li>Prepare a working model on Biological secondary school standard topics.</li> <li>Collect and preserve any five biological specimen and write a report</li> <li>Critically analyses secondary school state syllabus science text-book.</li> <li>Preparation of Biological science wall magazine in every month</li> </ol> <p>A case study of any senior secondary lab and prepare report</p>				
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Adams G.S., (1964). <i>Measurement and evaluation in education, psychology and guidance</i>, New York: Halt, Rinehart and Winston. Aggarwal, J.C. (2005). <i>Essentials of examination system</i>. New Delhi: Vikas Publishing house Pvt. Ltd. Allen, D.W, and Eve, A.W. (1968). <i>Microteaching in theory to practices</i> Vd. 70, pp. 181-185. Ameetha P (2004). <i>Methods of Teaching Biological Science</i>. New Delhi: Neelkamal Publications,</li> <li>• Bloom, B.S. et. Al. (1956). <i>Taxonomy of Educational objectives: the cognitive domain</i>, New York: Lagan's Green.</li> <li>• CBSE (2009). <i>Teacher's manual on CCE</i>. New Delhi: CBSE. Das, R.C. (1985). <i>Science teaching in schools</i>. New Delhi: Sterling Publication Private Ltd.</li> </ul>				

**B.Ed. (Semester-II)**

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>PEDAGOGY OF COMMERCE</b>	<b>B.Ed. 212</b>	<b>04</b>	<b>100</b>	<b>70</b>	<b>30</b>
<b>Course Objectives:</b>	<b>To enable student-teacher to-</b> <ul style="list-style-type: none"> <li>Understand the meaning, nature and scope of commerce.</li> <li>Acquire the knowledge of aims, objectives and values of teaching commerce.</li> <li>Application of the content, text-book and curriculum of commerce.</li> <li>Application of skills of teaching commerce.</li> <li>Application of the various teaching learning resource and methods.</li> </ul>				
<b>Course Outcomes</b>	<b>After the completion of the course, pupil-teachers will be able to:</b> <ul style="list-style-type: none"> <li>Explain meaning, nature and scope of commerce.</li> <li>State aims, objectives and values of teaching commerce.</li> <li>Assess the content, text-book and curriculum of commerce.</li> <li>Develop skills of teaching commerce.</li> <li>Use the various teaching learning resource and methods.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>Meaning nature and scope of Accountancy and Business studies.</li> <li>Aims, Objectives and Values of teaching Commerce.</li> <li>Need and Importance of Commerce in school curriculum at higher secondary level.</li> <li>Blooms Taxonomy of Objectives (statement of objectives in all terms).</li> <li>Relationship of Commerce with other Disciplines.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan</li> <li>Skills in Teaching <ul style="list-style-type: none"> <li>Skill of Introducing, Skill of Explaining, Skill of Probing Questions</li> <li>Skills of Illustrating with examples, Skill of Stimulus variation</li> </ul> </li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement</li> <li>Teaching-learning resources: Meaning, Importance and use of Teaching learning resources</li> <li>Traditional Instructional Material: Charts, Graphs and Specimens</li> <li>Mass media: Television, Newspaper, Journals</li> <li>E- resources: Blog, World wide Web, Social Networking</li> </ul>				
<b>Unit-IV:</b>	<ul style="list-style-type: none"> <li>Methods of teaching: <ul style="list-style-type: none"> <li>Lecture cum Discussion Method, Project Method-Tutoring, Role playing</li> </ul> </li> <li>Evaluation: Meaning, Importance, Types and Techniques.</li> <li>Preparation of Blue print and construction of Achievement Test</li> </ul>				
<b>Practicum/ Sessional</b>	Any two of the following: <ol style="list-style-type: none"> <li>Participation in discussion (class level) on any recent development in the area of commerce and prepare a report</li> <li>Make a report on activities performed by a company regarding its social responsibility</li> <li>Make a report of E-Commerce operations of a company</li> <li>Field visit to any one bank, factory, consumer forum) Prepare a report on functions performed</li> </ol>				
<b>Suggested Readings:</b>	<ul style="list-style-type: none"> <li>Bruce, J.M and Roger Ottewill (2001). <i>Effective learning &amp; teaching in business and management</i>. London: Routledge</li> <li>Chopra, H.K and Sharma, H. (2007). <i>Teaching of Commerce</i>, Kalyani Publishers Ludhiana</li> <li>Dalal, D.C and Dalal V.C (2008). <i>Teaching of Commerce</i> (Hindi Version). Patiala: Twenty First Century Publications</li> <li>Gupta Rainu (2009). <i>Teaching of Commerce</i> New Delhi, Shipra Publications</li> <li>Kaur, Ravdeep (2012). <i>Teaching of Commerce</i> Gurusar Sadhar: GBD Publications</li> <li>Kumar, Mahesh (2004). <i>Modern Teaching of Commerce</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>Monga Vintys (2009). <i>Teaching of Commerce Patiala</i>: Twenty first century publications</li> </ul>				

Course Title	Course Code	Credit	Max Marks	External	Internal
<b>Drama and Art in Education (EPC)</b>	<b>B.Ed.- 213</b>	<b>02</b>	<b>50</b>	<b>35</b>	<b>15</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Apply the knowledge of the role of drama in education.</li> <li>• Comprehend the educational &amp; social change through drama.</li> <li>• Apply the knowledge of art and self-expression for enhancing creativity.</li> <li>• Comprehend the importance and significance of cultural festivals, &amp; street theater and creative art.</li> <li>• Develop aesthetic sensibility in daily life.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Assess the role of drama in education.</li> <li>• Illustrate educational &amp; social change through drama.</li> <li>• Demonstrate art and self-expression for enhancing creativity.</li> <li>• Explain importance and significance of cultural festivals, &amp; street theater and creative art.</li> <li>• Develop aesthetic sensibility in daily life.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-I:</b>	<ul style="list-style-type: none"> <li>• Origin and Development of Art and Education –Classical Music, Classical Dance, Yoga, Learning through drama in education, Historical Building Monuments.</li> <li>• Role of art in Indian Culture and values.</li> <li>• The place of Art in General Education.</li> <li>• Education and Social Change.</li> </ul>				
<b>Unit-II:</b>	<ul style="list-style-type: none"> <li>• Importance of various arts in life and Education</li> <li>• Understanding the self and as a form of self-expression for enhancing creativity.</li> <li>• Use of art in teaching learning.</li> <li>• The process of drama as a social experience.</li> </ul>				
<b>Unit-III:</b>	<ul style="list-style-type: none"> <li>• Role of exhibitions and fairs for enhancement of artistic sensibility, cultural festivals.</li> <li>• Street theatre, specific aims of creative art.</li> <li>• Development of Aesthetic sensibility&amp; Importance of Aesthetic sense in human life.</li> <li>• Programs organized in institution.</li> </ul>				
<b>Practicum/ Session</b>	<ul style="list-style-type: none"> <li>• Visit and report on local culture and art forms and interpret art works, movies and other media, script society.</li> <li>• Lecture cum Demonstration, Workshops, Slide / Film Shows, Project Work, Exhibitions, Presentations, Pictorial Monographs, Demonstrations, Cultural Programs, Literary Fest etc</li> </ul>				
<b>Suggested Readings:</b>	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• <a href="http://egyankosh.ac.in/handle/123456789/46341">egyankosh.ac.in/handle/123456789/46341</a></li> <li>• <a href="https://www.nios.ac.in/media/documents/dled/Block1_508.pdf">https://www.nios.ac.in/media/documents/dled/Block1_508.pdf</a></li> <li>• Doshi, Saryu (Ed.), —Marg – A Magazine of the Arts – Trends and Transitions in Indian Artl, Mumbai: Marg Publications, Vol. XXXVI No. 2,1984. 11)</li> <li>• Doshi, Saryu (Ed.), The Performing Arts, Mumbai: Marg Publications, 1982</li> </ul>				



**B.Ed.(Semester-II)**

<b>Course Title</b>	<b>Course Code</b>	<b>Credit</b>	<b>Max Marks</b>	<b>External</b>	<b>Internal</b>
Capability Enhancement Work <b>Skills Based-Advance Level of Communication</b>	<b>B.Ed-215</b>	<b>04</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Course Objectives:</b>	To enable student-teacher to- <ul style="list-style-type: none"> <li>• Apply the Advance Level of Communication in teacher learning process.</li> <li>• Apply the knowledge of Letters Writing and Letter Drafting.</li> <li>• To enhance the skill of technical writing in practice</li> <li>• To enhance the professional skill- Mock Interview.</li> <li>• Apply the knowledge of assessment and technique for grading.</li> </ul>				
<b>Course Outcomes</b>	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> <li>• Use the Advance Level of Communication in teacher learning process.</li> <li>• Use the knowledge of Letters Writing and Letter Drafting.</li> <li>• Use the the skill of technical writing in practice</li> <li>• Use the knowledge of professional skill- Mock Interview.</li> <li>• Use the knowledge of assessment and technique for grading.</li> </ul>				
<b>Course Contents:</b>					
<b>Unit-1</b>	Advance Level of Communication- Meaning, Definition and Concept, Need, Nature				
<b>Unit-2</b>	Letters Writing, Letter Drafting Formal, Informal,				
<b>Unit-3</b>	Technical Writing: Circular Writing. Notice Writing, Meeting Agenda, Minutes Resolution ,				
<b>Unit-4</b>	Interview: Meaning, Definition Need, Nature, Types, Mock Interview.				
<b>Project Works</b>	<ul style="list-style-type: none"> <li>• Reading and Reflection of any two of the texts of Indian Educators as opted by The University department /College (Swami Vivekanand, Mahatma Gandhi, Aurobindo, RabindraNath Tagore, Gijju Bhai, Madan Mohan Malviya, Acharya NarendraDev)</li> </ul>				
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Compulsory from course code B. Ed-201 to B. Ed-202</li> </ul>				
<b>Participation</b>	Compulsory participation ( responsibilities of any committee /Club) in any 5 activities as well as attended any 5 activities of university level				
<b>One Seminar Mandatory</b>	<ul style="list-style-type: none"> <li>• Attend / participated in one seminar (Departmental level/ University Level / National or International)</li> </ul>				
<b>Viva-Voce</b>	<ul style="list-style-type: none"> <li>• Viva -Voce will be taken by departmental committee members.</li> </ul>				
<b>Evaluation Scheme</b>	<p>Evaluation Scheme: Revised Marking</p> <p>Written internal Exam:20</p> <p>Project work &amp; Assignments:20+20=40</p> <p>Self-Introduction with Video Clip;20</p> <p>Attendance &amp; Viva-Voce: 10+10 =20 Total =100</p>				
<b>Suggested Readings:</b>	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.bc.edu/research/nbetpp/statements/nbr1.pdf">https://www.bc.edu/research/nbetpp/statements/nbr1.pdf</a></li> <li>• <a href="https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online">https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online</a></li> <li>• <a href="https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf">https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf</a></li> <li>• <a href="https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf">https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf</a></li> </ul>				

