

A
STUDY AND EVALUATION SCHEME
OF
BACHELOR OF EDUCATION (B.Ed.)

[For Academic Session 2020-22]
Onwards

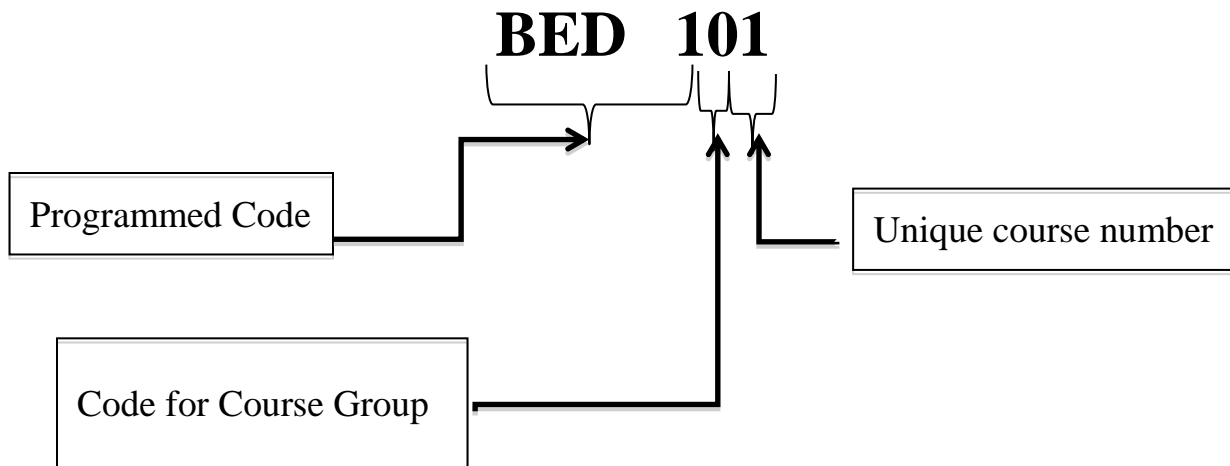


Glocal University
Delhi-Yamunotri Marg (State Highway 57),
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(Uttar Pradesh)- 247121, India

Annexure – I

Course Numbering Scheme

Each course number will be denoted by alpha-numerical as given below:



THE GLOCAL UNIVERSITY, SAHARANPUR
Bachelor of Education (B.Ed.)
(Two Year Programme)
First Year Course Content with distribution of Marks

Code	Paper Name	Maximum Marks (Internal & External)		Minimum Marks	
BED 101	Childhood & Growing up.	30	70	08	32
BED 102	Contemporary India & Education	30	70	08	32
BED 103	Foundation of Education	30	70	08	32
BED104	Inclusive Education	10	40	04	16
BED 105(I)	Pedagogy of School Subjects	30	70	08	32
BED 105 (II)	Pedagogy of School Subjects	30	70	08	32
BED 106(I)	ICT& Classroom Transaction	10	40	04	16
BED 106(II)	Drama Art and Education	10	40	04	16
BED 107(I)	Reading& Reflecting on text (EPC)	10	40	04	16
BED 107(II)	Understanding of Self	10	40	04	16
BED 108	Practices Teaching 5 Weeks	100		40	
Total		200	550	60	240
		850		300	

B.Ed. (1st year)

S. N.	Subject Code	Subject Name	Effective Teaching			Credits	Internal Assessm ent	End Term	Total Marks
			L	T	P				
			Hours/week						
	BED101	Childhood & Growing up.	4	2		6	30	70	100
	BED102	Contemporary India & Education	4	2		6	30	70	100
	BED103	Foundation of Education	4	2		6	30	70	100
	BED104	Inclusive Education	2	1		3	10	40	50
	BED105 I	Pedagogy of Hindi	4 X 2	2 x 2		6x2	30x2	70x2	100x2
	BED105 II	Pedagogy of English							
	BED105 III	Pedagogy of Sanskrit							
	BED105 IV	Pedagogy of Urdu							
	BED105 V	Pedagogy of Commerce							
	BED105 VI	Pedagogy of Mathematics							
	BED105 VII	Pedagogy of Biological Science							
	BED105 VIII	Pedagogy of Social Study							
	BED105 IX	Pedagogy of Economics							
	BED105X	Pedagogy of Computer Science							
	BED105 XI	Pedagogy of Home Science							
	BED105XII	Pedagogy of Fine Art							
	BED105 XIII	Pedagogy of Music							
	BED105 XIV	Pedagogy of Physical Science							
	BED106(A)	ICT & Classroom Transaction	2	1		3	10	40	50
	BED106(B)	Drama Art and Education	2	1		3	10	40	50
	BED107(A)	Reading & Reflecting on Text (EPC)	2	1		3	10	40	50
	BED107(B)	Understanding of Self	2	1		3	10	40	50
	BED108	Internship and Practice Teaching	100						
	Total		30	15		45	200	550	850

EVALUATION SCHEME OF CGPA CREDIT SYSTEM

1. Grade Point Average Conversion Chart:

Qualification	Score on 100 percentage point	Grade	Grade value
Outstanding	90.1-100	O	10
Excellent	80.1-90	A+	9
Very Good	70.1-80	A	8
Good	60.1-70	B+	7
Above average	55.1-60	B	6
Average	50.1-55	C	5
Pass	40-50	P	4
Failed	Below 40%	F	0
Malpractice		M	
Absent		S	

2. Calculation of CGPA in a uniform credit system: The CGPA of the student shall be the total of the grade values obtained in the courses taken by the student, divided by the number of courses.

3. Calculation of CGPA in non-uniform Credit System: The CGPA of the student shall be sum of grade values multiplied by credit point of each course, divided by the total credit value.

4. In the original grade transcript of each student, the grade secured:

- (a) In a repeat examination shall be suffixed with the letter “R” to indicate that the grade was obtained through a repeat examination.
- (b) In an improvement examination shall be suffixed with the letter “I” to indicate that the grade was obtained through an improvement examination.
- (c) In any case, if student could not attain the pass marks in his/her repeat examination, then he/she will re-register for the course and the grade secured after re-registration shall be suffixed with the letter “B” to indicate that the grade was obtained after re-registration for the back paper.
- (d) If a student re-registered for a course is unable to secure at least pass grade, he or she shall be required to re-register for the course once again for the following year. The same shall be suffixed with the letter “C” to indicate that the grade was obtained after carrying over the concerned course.

Bachelor of Education (B.Ed.)

FIRST YEAR (DETAILED SYLLABUS)

BED 101	Childhood and Growing Up	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96

Core Objectives

The student teachers will be able to:-

1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence.
2. Know about the developmental characteristics
3. Know about various aspects related to development.
4. Be aware of influence of heredity, environment including sociocultural factors on developmental process
5. Develop the skills of applying the principles of development in improving the teaching learning process.
6. Acquaint with the theories of personality
7. Acquainted with theories, types and factors of motivation, attention and interest.
8. Understand the nature of intelligence and know various theories related to it.
9. Develop skills for identifying and nurturing creativity.
10. This course is designed and developed for yearly based pattern.

Unit I

Concept of Child Development

- a. Meaning, nature and importance of child development.
- b. Physical, motor, mental and emotional development.
- c. Principles of growth and development.
- d. Factors affecting development - heredity and environment.

Unit II

Child and Socialization

- a. Concept of socialization –Family, child relationship, parenting, children in orphanage.
- b. Relationship with peers - friendship and gender, competition and co-operation, conflicts and aggression from childhood to adolescence.
- c. Social, economic, cultural and political differences in socialization, implications for inclusion.
- d. Social and Economic impact on marginalization diversity and stereotyping.

Unit III

Language Development

- a. Jean Piaget cognitive development.
- b. Kohlberg - Moral Development.
- c. Bikson - Psycho-Social development.
- d. Vygotsky - Socio-cultural development.

Unit IV

Childhood and Adolescence

- a. Concept formation in childhood.
- b. Adolescent in Indian context - Concept, characteristic and developmental tasks.
- c. Problems of Adolescent age and role of guidance and counseling.
- d. Impact of urbanization and economic change on Adolescents.

Unit V

Child Adjustment

- a. Meaning, nature and mechanism of adjustment.
- b. Adjustment Problems of child-causes and cures.
- c. Factors influencing mental health of child.
- d. Role of Parents, teachers and peer group for improving mental health of child.

Practicum / Work Experience

1. Case studies
2. Development and administration of psychological tests from the following areas : (a)
Personality
(b) Interest
(c) Adjustment
(d) Attitude

References:-

1. Schilvest W.H. (2012) curriculum prospective Paradigm and Possibility, M.C. Milan Publication.
2. Chauhan S.S. (2000) Advanced Educational Psychology, Vikas Publication New Delhi.
3. Mangal S.K. (2000) Educational Psychology PHI New Delhi.
4. Stanley Hall G. (1904) Adolescence Psychology and its relation to physiology anthropology, sociology, sex, crime religion and education, D. Appleton and company New York.
5. New man B.M. and New Man H.H. (2007) Theories of Human Development, Lawrence Erlbaum associates publishers, London.
6. Gupta M.P. and Mamta - Modern Psychology of Education, M.B.D. Publication Jalandhar.
7. Pandey Ram Shakal (2007) Education psychology, Sunjs Publication Meerut.
8. Mishra Bhannas (1999) Education and Child development, Mohit publication New Delhi.
9. Gupta S.P. And Gupta Alka (2004) Advance Education Psychology, Sharda Pustak Bhawan, Allahabad
10. Government of India (1986) National Policy on Education Department of Education New Delhi.
11. Elizabeth B. Hurlock (1997) Child Development, Tata McGraw Hill Publishing Company, Noida.
12. Agrawal J.C. and Gupta S (2007) Childhood Care & Education (1st Edition), Shipra Publication New Delhi.

BED 102	CONTEMPORARY INDIA AND EDUCATION	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Core Objectives	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Explain the concept of growth and development and stages of development with special reference The student teachers will be able to:- 2. Comprehend the various constitutional provisions 3. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 4. Examine the problems and solutions of elementary and secondary education and find out probable solution. 5. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 6. 5 Develop an idea about National Values. 7. This course is designed and developed for yearly based pattern. 				

Unit I

The Indian Society and its Stratification

- a. Indian society; Basic trends and doctrines.
- b. Indian society through the ages - Ancient, medieval & modern age and Education.
- c. Impact of economic, social and political conditions on caste systems, social transfiguration and education in post-independence period.
- d. Issue of equality and social justice in relation to education.

Unit II

Concept of Education

- a. Meaning, Aims, Objectives and function of education.
- b. Education in the Indian context with reference to Sri Aurobindo, Swami Vivekanand, Mahatma Gandhi Dr. Radha Krishnan, J. Krishna Murthy - Educational thoughts.
- c. Overviews of Educational Schools (Indian & Western) - Idealism, Naturalism and pragmatism Sankhya, Yoga And Vedant.

Unit III

Educational Policy Perspectives

- a. Overview of Education commissions and Government bodies.
 - i. Kothari Commission
 - ii. NEP 1986
 - iii. NCERT
 - iv. NCTE
 - v. UGC
- b. National knowledge commission report - Recommendations on school education.
- c. Education for national and emotional integration.

Unit IV

Issues and Challenges of Education in India.

- a. Vocationalization of education.
- b. Education for disadvantaged group.
- c. Value crisis and role models for students.

Unit V

Indian Constitution and Directive principles.

- a. Universalization of Education.
- b. Constitutional values related to aims of education.
- c. Constitutional promise of freedom, justice, equality and fraternity in relation to education.

Practicium / Work experience

- a. Survey of educational data regarding enrolments, dropouts, facilities etc. at different levels of education.
- b. Visit of a few local schools to assess teacher's awareness regarding minimum levels of learning.

Suggested Reading/References.

1. Agrawal J.C. & Agrawal S.P. (1992), Role of UNESCO in Education, Delhi, Vikas Publishing House.
2. Chowdhry, N.K. (2009) Indian Constitution and Education, Delhi Shipra Publication.
3. Dewey, J (2004) Democracy and Education, Courier Dover publication.
4. GOI (1966) Report of the education commission education and national development, New Delhi Ministry of Education.
5. GOI (1986) National Policy of Education, GOI.
6. Kochhar, S.K. (1993) Pivotal Issues in Indian Education, Sterling Publisher's Pvt. Ltd.
7. Mukharje, S.N. (1996) History of Education in India, Baroda Acharye Book Depot.
8. Gupta M.P. & Mamta (2012) Bharat Main Siksha Ka Vikas, Sahitya Prakashan, Agra.
9. Gupta S.P. & Alka. (2010), Adhunik Bhartiya Shiksha ki Samaryaa, Sharda Pustak Bhawan, Allahabad.
10. UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).

BED 103	Foundations of Education	Theory	Internals	Credit	6
		70	30	Class Hours	96
Objectives	<p>It is essential that there be a philosophical basis for understanding Education, for the vision of education has several dimensions, both human and social. These are amenable to interpretation and reflection, and provide general principles and guidelines for educational development. Hence, this aspect should be embedded in the design of a teacher-education programme. Such a philosophical basis, however, cannot be drawn from one single school of thought of philosophy, like idealism, pragmatism, naturalism, realism, etc. It has to be sought from a general philosophy of socio-economic, political and cultural development, which demands a composite view of philosophical thoughts; this should help student-teachers in the understanding of varied aims of education and its process aspects. Such an understanding is required on the part of teachers to develop their own composite view, which they can utilize in their professional role for creating appropriate teaching-learning process for students. A more participative and interpretative approach to learning on the part of student teachers would thus have to be promoted for enabling them to develop their own view about education and its development in social and cultural context.</p> <p>This also implies that the knowledge inputs from other disciplines, such as psychology and sociology be soaked into general philosophy of Education for authentic use in education process for themes like learning and pedagogical modalities. In this sense, philosophy of psychology and sociology; and philosophy of any knowledge area will be a useful coinage to help student teachers appreciate the contribution of philosophical thoughts in the authentic understanding of education and its ramifications (NCERT)</p>				

Unit I

Education as an evolving concept

- Meaning of Education – ancient to modern, scope of Education, Education as organized, institutionalized, formal and state sponsored activity
- Various components in Education and their changing connotations- school, curriculum, teacher, Learner, teaching-Learning and instruction in the context of the child's nature, growth and development.
- Aims of Education- individual and social aim, Liberal and vocational aim; Changing aims of Education in the context of globalization
- Epistemological Basis of Education: knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects

UNIT II

Philosophical foundation of education

- Concept, Nature and scope of Educational philosophy, Relationship between Education and philosophy
- Schools of philosophy – Idealism, Naturalism, and Pragmatism and their educational implications
- An overview of salient features of the 'philosophy and practice' of education advocated by the following thinkers:
- Indian Thinkers: Mahatma Gandhi, RabindraNath Tagore, J. Krishnamurti, Swami Vivekanand etc.
- Western Thinkers: Plato, Rousseau, Johann Friedrich Herbart and Paulo Freire, John Dewey, etc.

Unit III

Sociological foundation of education

- Concept, Nature and scope of Educational Sociology
- Socialization- Agencies of socialization; Family, peer group, community, school and mass media
- Culture- Meaning, characteristics and relationship with education, role of school in preservation and promotion of culture

- d) Social change-meaning, importance, factors affecting, role of education in social change
- e) Social mobility- meaning & importance, types, role of education in promoting social mobility.

Unit IV

Psychological foundation of education

- a) Educational Psychology: Meaning, Nature of Educational Psychology
- b) Scope of Educational Psychology, Branches of Educational Psychology
- c) Needs & Importance of Educational Psychology
- d) Methods of Educational Psychology: Interview, Observation, Experiment, Case Study, Sociometric

Suggested Readings:

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
- Dewey J. (1952) Experience in Education, Collier Macmillan.
- Dewey J (1966) Democracy in Education, New York, Macmillan.
- Krishnamurthi, J Education and the Significance of life, KFI Publications.
- Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Bhatia & Bhatia, The Philosophical & Sociological foundations of Education, Doaba House, Delhi-110006, 1995
- Murthy, S.K., Philosophical and Sociological foundations of Education, Shri Vinod Pustak Mandir, Agra-2

BED 104	INCLUSIVE EDUCATION	Theory	Internals	Credit	3
		40	10	Class Hours	48
Objectives	To enable student-teachers to : 1. Understand inclusive education- concept and nature. 2. Understand the global and national commitments towards the education of children with diverse needs 3. Prepare conducive teaching learning environment in inclusive schools. 4. Identify and utilize existing resources for promoting inclusive practice.				

Unit I

Conceptual formation of inclusive school

- Meaning and nature of diversities in the classroom.
- Characteristics and causes of diversities.
- Meaning and need of inclusive education.

Unit II

Conceptual framework of children with special needs

- Meaning, nature and types of schools for children with diversities.
- Difference between special education, integrated education and inclusive education.
- Monitoring and controlling diversities in the class room.
- Monitoring and controlling diversities in the classroom through inclusive education.

Unit III

Curriculum Design

- Curriculum and co-curriculum modification reference to children with special needs (visually, impaired, Hearing impaired, mentally retarded, Locomotors disabled).
- Developing learning materials for children with special needs.
- Role of teacher in implementing the curriculum in inclusive classroom.

Unit IV

Supportive services in Inclusive Education

- Guidance and counseling services in inclusive education.
- Involvement of physician Therapist and psychologist in an inclusive school.
- Supportive services of parents, community and special teachers for inclusive children.

Unit V

New Approaches to streamline diversities in inclusive classroom

- Use of multimedia for teaching children in inclusive schools.
- Co-operative learning and individualized education programme.
- Team teaching and remedial teaching.

Practicum / Work experience

- Prepare a report on status of inclusive education by visiting to a school including suggestions from teachers and principal.

References:

- R.S. Pandey and Lal Adwani : A book on Exceptional children.
- M.Bhargava : Exceptional children.
- James T. W. Webb : A parent's guide to gifted children.

- D.P. Hallahan and J.M.: Exceptional children, Kanftman, Introduction to special, Education (8th edition).
- Panda, K.C. (1997), Education exceptional children: An introduction to special education, Vikash Pyblishing House, New Delhi.
- Uday Shankar: Exceptional Children, Sterling Publishers, New Delhi.
- Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.

BED 105: PEDAGOGY OF SCHOOL SUBJECTS

BED 105-I	: Pedagogy of Hindi
BED 105-II	: Pedagogy of English
BED 105-III	: Pedagogy of Sanskrit
BED 105-IV	: Pedagogy of Urdu
BED 105-V	: Pedagogy of Commerce
BED 105-VI	: Pedagogy of Mathematics
BED 105-VII	: Pedagogy of Biological Science
BED 105-VIII	: Pedagogy of Social Study
BED 105-IX	: Pedagogy of Economics
BED 105-X	: Pedagogy of Computer Science
BED 105-XI	: Pedagogy of Home Science
BED 105-XII	: Pedagogy of Fine Art
BED 105-XIII	: Pedagogy of Music
BED 105-XIV	: Pedagogy of Physical Science

BED 105 I	PEDAGOGY OF HINDI	Theory	Internals	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Understand about the nature and characteristics of a language and mother tongue and the use of language. • Practice the required skill and their interlinks for mastering a CCS University, Meerut/B.Ed.(Two Year) Syllabus/Session 2019-21 Onwards 26 language. • Understand the various approaches for planning for successful language teaching. • Understand the Approaches for teaching different aspects of language. • Understand the Aids and other similar available material that could be used for teaching language. • Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language. 				

प्रथम इकाई

आधारभूत संप्रत्यय, महत्व, उद्देश्य एवं सिद्धान्त

- (क) भाषा: अर्थ, आधार एवं प्रकृति
- (ख) देवनागरीक लिपि की विशेषताएं
- (ग) हिन्दी भाषा का महत्व—मातृभाषा एवं राष्ट्रभाषा के रूप
- (घ) भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
- (ङ) हिन्दी शिक्षण के उद्देश्य (सामान्य एवं विशिष्ट)

द्वितीय इकाई

हिन्दी भाषा की स्थिति एवं भूमिका

- (क) स्वतन्त्रता से पहले और स्वतन्त्रता के पश्चात् संविधान एवं शिक्षा समितियों की रिपोर्ट में हिन्दी भाषा
- (ख) धारा 343, 351, 350(1), कोठारी आयोग (1964—66) राष्ट्रीय शिक्षा नीति 1986 पी0 ओ0 ए0 1992, राष्ट्रीय पाठ्यचर्या 2005 भूमिका।
- (ग) हिन्दी के विविध रूप अन्तराष्ट्रीय स्तर पर हिन्दी ज्ञान की भाषा के रूप में हिन्दी माध्यम भाषा के रूप में शिक्षक शिक्षार्थी संबंध के पहलू के रूप में।

तृतीय इकाई

भाषा शिक्षण की प्रमुख विधियां, प्रविधियां/प्रणालियां एवं पाठ्य पुस्तक

- (क) व्याकरण अनुवाद विधि, प्रत्यक्ष विधि, प्राकृतिक प्रणाली उद्देश्य परक
- (ख) पाठ्य—पुस्तक अर्थ एवं उपयोगिता पाठ्य—पुस्तक की विशेषताएं
- (ग) पाठ्य पुस्तक का विश्लेषण एवं आलोचनात्मक मूल्यांकन

चतुर्थ इकाई

(क—पाठयोजना)

- (क) पाठ योजना निर्माण के उपागम इकाई योजना एवं उसकी उपयोगिता।
- (ख) गद्य, पद्य, कहानी, निबन्ध, नाटक एवं व्याकरण की पाठ योजना तैयार करना (पाठ्यक्रम के अनुसार)।
- (ग) शिक्षण सहायक सामग्री दृश्य—श्रव्य। सामग्री का प्रयोग दृश्य साधन
- (घ) श्रव्य—दृश्य सामग्री।
- (ण) भाषा प्रयोगशाला।

पंचम इकाई

मूल्यांकन

- (क) भाषा शिक्षण मे मूल्यांकन मौखिक एवं (क) लिखित मूल्यांकन।
- (ख) भाषिक कौशलों को जाँचने एवं मौखिक लिखित प्रश्नों के स्वरूप और अभ्यास।
- (ग) वस्तुनिष्ठ एवं निबन्धात्मक मूल्यांकन/परीक्षण।
- (घ) त्रुटि पहचान एवं उपचारात्मक शिक्षण।

संदर्भ ग्रंथ सूची

- श्रीवास्तव राजेन्द्र प्रसाद (1973), हिंदी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि०, देहली
- भुक्ल, भगवती प्रसाद (1974), हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
- सुखिया, के० के० (1976), हिंदी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
- उमा, मंगल (1991), हिंदी शिक्षण, नई देहली, आर्य बुक डिपो
- सूद, विजय (1991), हिन्दी शिक्षण विधियाँ, लुधियाना : टंडन पब्लिकेशन
- पाण्डे, आर० एस० (1992), हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
- सिंह सावत्री (1992), हिंदी शिक्षण, मेरठ, तायल बुक डिपो
- जय, जसवन्त सिंह (1975), आधुनिक हिन्दी शिक्षण पद्धति जालन्धर
- प्रसाद, केशव (1976), हिन्दी शिक्षण दिल्ली : धनपतराय एण्ड सन्स
- रमन, बिहारी लाल (1997), हिन्दी शिक्षण, मेरठ रस्तोगी एण्ड कम्पनी
- वर्मा, वैधनाथ प्रसाद (1973), हिन्दी शिक्षण पद्धति, पटना : बिहार हिन्दी ग्रन्थ अकादमी
- भार्मा, डी० एल० (1992), हिन्दी शिक्षण जयपुर : प्रशिक्षण, देव नागर प्रकाशन
- क्षत्रिय, के० (1968), मातृ भाषा शिक्षण, आगरा : विनोद पुस्तक मन्दिर

BED 105-II	Pedagogy of English	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	The student teachers will be able to:- <ul style="list-style-type: none"> • To understand the need and importance of English language. • To develop proficiency in the language. • To be familiar with the psycholinguistics and sociolinguistics aspects of language. • To enable the students to use technology to enrich language teaching. • To be aware of the pedagogical practices required for teaching English on second language. • To facilitate the effective use of learning resources. • To encourage continuous professional development. • To develop an appreciation of the role of English in both academics and life. 				

Unit –I

Background to the Study of English.

- Meaning and importance of language.
- Function of language
- Three language formula
- Linguistic as a second language
- Linguistic principles
- Aim and objective of teaching English at junior and senior level
- Language skill – I. Listening II. Speaking III. Reading IV. Writing

Unit –II

Content and Pedagogical Analysis

- Teaching of prose, poetry composition and grammar
- Preparation of micro lesson based on the following skill
 - Introduction II. Questioning II. Explaining IV. Illustration V. Stimulus variation
- Pedagogical analysis is based on unit analysis chosen methods and material and composition and grammar.

Unit –III

Method of Teaching and skill of teaching

- Methods: Direct method, Grammar translation method. Structure situational method, Audio-Lingual method, Inductive deductive method natural method and billiard method.
- Approaches: Communicative approach, thematic approach and structural approach.
- Use of I.C.T. in teaching learning process, of English with computer aided method like power point, multimedia software etc.
- Lesson planning concept importance, preparation of unit plan and resources plan.

Unit –IV

Teaching Aids

- Importance of instructional method and their effective use
- Use of following aids :

- | | | | |
|------------------------|------------------|-------------------------|-------------------|
| 1. Chalk Board | 2. Flannel Board | 3. Pictures | 4. Picture Cutout |
| 5. Charts | 6. Tape-recorder | 7. Record-player | (Lingua-phone) |
| 8. Radio | 9. Television | 10. Film and filmstrip | |
| 11. Overhead Projector | | 12. Language Laboratory | |

Unit –V

Evaluation

- a. Evaluation meaning and concept
- b. Tools and techniques of evaluation
- c. The meaning and significance of comprehensive and continues evaluation
- d. Development of good test item in English (Objective, type, short answer type, essay type)
- e. Type of test – Achievement test, proficiency test, diagnostic test, prognostic test, formative and summative test.
- f. Quality of good English teacher.

REFERENCES:

- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
- Bhatia, K.K. and Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Sharma, A. (2010). Teaching Of English. Vijya Publications, Ludhiana
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- Thwaite, A., and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? Australian Journal of Language and Literacy, 32(1), 38.
- Venkateswaran, (1995). Principals of Teaching English. Vikas Publishing House Pvt.Ltd. New Delhi.
- Wallace, M. J. (1998). Study Skills in English. Published by Cambridge University Press.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications
- Mohammad, A.(2003). A practical course for B.Ed. Students, Foundation Books Anasri Road, Darayaganj. NCERT (2005). National curriculum framework. NCERT.

BED 105 - III	PEDAGOGY OF SANSKRIT	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. 				

Unit-I

Basic concepts, Importance, Aims and objectives of Sanskrit teaching

(i) Basic Concepts:

- (i) Sanskrit language and literature.
- (ii) Sanskrit language and Indian languages.
- (iii) Sanskrit as a modern Indian language.

(ii) Importance:

- (i) Importance of teaching Sanskrit in India.
- (ii) Problems related to Sanskrit teaching at school level.
- (iii) Aims and objectives of teaching Sanskrit at different levels.

Unit-II

Role and Position of language Sanskrit in India and constitutional Provisions:

- (a) Role of language: Home Language and school language, language across the curriculum language as a means of learning and knowledge.
- (b)(i) Place of Sanskrit at different levels of school education.
 - (i) Place of Sanskrit in three language formula.
 - (ii) Sanskrit curriculum and text-books at school level.

Unit-III

Methods/ Approaches and Audio-Visual Aids of Teaching Sanskrit

- (a) **Methods/Approaches:** Direct method, Traditional method, Text-book method, Communicative approach, Grammar Translation method, Inductive deductive method structural Situational method.
- (b) **Audio-Visual Aids:**
 - (i) Audio aids
 - (ii) Visual aids
 - (iii) Audio-visual aids
 - (iv) Print-media reference books, magazines etc.
 - (v) ICT
 - (vi) Language Labs etc.

Unit-IV

Planning and Teaching of Sanskrit language:

- (i) Planning: Importance, Nature, objectives and needs of planning.
- (ii) Types of plan: Micro plan, macro plan and unit plan.
- (iii) Analysis of syllabus and textual materials of Sanskrit curriculum at various level of education.
- (iii) Teaching and plan for prose, poetry, drama, grammar and composition.

Unit-V

Evaluation

- (i) Its concept and importance.
- (ii) Assessment of language: Continuous and comprehensive Evaluation (CCE)
- (iii) Techniques of evaluation: Oral, Written, Close Text, Self evaluation, group evaluation peer evaluation.
- (iv) Type of questions/Test: Essay type, short answer, objective type, true and false, problem-solving.

संस्कृत शिक्षण हेतु अनुमोदित पुस्तके –

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, चण्डीगढ़।
- पाण्डेय, राम शुक्ल (2008) संस्कृत शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- मित्तल संतोष (2008) टीचिंग ऑफ संस्कृत, आर. एल. बुक डिपो।
- वत्स, वी0 एल0 (2008) संस्कृत शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।
- अशोक भार्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ संस्कृत, विजया पब्लिकेशन, लुधियाना।

BED 105-IV	PEDAGOGY OF URDU	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> To make the student-teachers aware of nature, function and scope of language. To explain the concept of Urdu and its elements . To define linguistic skills and development of these skills among students . To conduct pedagogical analysis of lessons in Urdu and develop teaching skills. To explain the concept of evaluation and methods of evaluating the performance of students. To critically examine the use of various methods for teaching Urdu. 				

Unit-1

Nature of Urdu Language, Aims and Objectives and Principles of Teaching:-

- The nature and importance of language ñ its origin and development .
- Origin and development of Punjabi language and its script .
- Role of mother tongue in the education of a child .
- Aims & objectives of teaching of Urdu .
- General Principles of teaching of Urdu .
- Elements of Urdu Language ñits phonetic structure, morphological structure and syntactic structure.

Unit-II

Approaches and Methods of Teaching Urdu:-

- Difference between Approach and Method.
- Direct Method, Bi-lingual method, Translation Method, Play way Method .
- Communicative Approach, Constructive Approach and Co-operative Learning .
- Reading: Reading Process, oral and silent reading, intensive and extensive reading, reading interests and reading habits.
- Writing composition, objectives and methodology and correction of composition.

Unit-III

Pedagogical Analysis:-

- Micro Teaching, Unit Planning and Lesson planning .
- Listing behavioral objectives.
- Poetry: Objectives and Methodology, Lesson planning.
- Prose: Objectives and Methodology, Lesson planning.
- Grammar: Objectives and approaches, Lesson planning.

Unit- IV

Evaluation and Instructional Material:-

Valuation and continuous evaluation in Urdu. .

- Development of test items: Essay, short answer and objective types. . Diagnostic testing and remedial measures.
- Preparation of achievement test.
- Teaching Aids in language teaching
- Computer Assisted Instruction (CAI)
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field Engagement:-

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Language games in group
- Construction and administration of Achievement test.
- Identifying and Evaluating ICT resources suitable for teaching Urdu

Suggested Readings:

- Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board. .
- Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
- Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
- Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
- Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
- Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
- Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board
- Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
- Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
- Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
- Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
- Moinuddin (1988) Urdu Zaban Ki Tadrees, New Delhi Taraqqi Urdu Bureau.

BED 105-V	PEDAGOGY OF COMMERCE	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • To develop in the student-teachers an awareness why business studies is taught at +2 level. • To develop an analytical ability to appraise the existing CBSE curriculum of Business Studies meant for +2 students, and its comparison with other school boards • To familiarize with the nature of business studies being taught at the school level • To be conversant with the different methods of teaching meant for teaching +2 students, • To instil the competence of organizing co-curricular activities for enriching the subject matter of business studies, • To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge in Business Studies, • To develop awareness of curricular innovations in Business Studies. 				

Unit-I

Meaning, objectives and place of commerce

- Meaning, nature and scope of commerce teaching.
- Aims & objectives and values of teaching commerce at senior secondary level.
- The place of commerce in school curriculum.

Unit-II

Methodology of Teaching

- Concept, Importance and Preparation of unit plan, resource plan and lesson plan.
- Maxims of teaching.
- Class-room observation

Unit-III

Methods, Devices and syllabus of commerce

- Modern Methods of teaching commerce.
- Devices of teaching commerce.
- A critical estimate of the present syllabus in commerce at senior secondary level.

Unit-IV

Instructional Material/Teaching Aids

- Importance of proper teaching-learning material for effective instruction.
- Criteria for selection of instructional material and equipments/aids.
- Different audio-visual aids and material used in commerce education/Teaching.
- Evaluation of text-book in commerce at senior secondary level.

Unit-V

Evaluation

- Meaning, nature and scope of commerce teaching.
- Importance of evaluation in commerce
- Type of Tests-Essay, Short answer and objective type and construction of test items and examination question paper.
- Forms of evaluation:
 - Traditional and continuous and comprehensive Evaluation (CCE)
 - Formative and Summative evaluation.
 - Analysis of errors of teaching learning.

(d) Conduct remedial teaching.

REFERENCES:

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.

BED 105-VI	PEDAGOGY OF MATHEMATICS	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.				

UNIT - I

Foundation of Mathematical Education

- Meaning, nature and structure of mathematics.
- Value of teaching mathematics.
- History of Mathematics with special reference to Indian Mathematics (Aryabhatta and Srinivas Ramanajum)

UNIT - II

Aims, Objectives and curriculum reform:

- General aims and objectives of teaching mathematics in different level of education.
- Bloom's Taxonomy and specification of objectives in terms of learning outcomes.
- Correlation of mathematics with other school subjects language, social science and science.
- Rationale, objectives, principles in the recent curricular reforms.

UNIT - III

Methods, Techniques and Lesson Planning of Mathematics:

- Different methods approaches and techniques of teaching mathematics.
- Teacher Centered and Child Centered Method of mathematics teaching.
- Meaning & approaches of lesson planning, preparation of unit plan and lesson plan.

UNIT - IV

Learning resources in Mathematics:

- Text books, teacher manuals - importance and characteristics.
- Co-curricular activities i.e. Mathematics field trip.
- Audio-visual aids.
- Print Media etc.

UNIT - V

Evaluation in Mathematics:

- Meaning and purpose of evaluation.
- Types of test items - Objective, short-answer & essay types.
- Continuous and comprehensive evaluation:
 - Summative
 - Formative
- Error analysis & conduct remedial teaching.

REFERENCES:

- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company.

BED 105-VII	PEDAGOGY OF BIOLOGICAL SCIENCE	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	1. Develop broad understanding of principles and knowledge used in biology science. 2. Develop their essential skills for practicing biological science. 3. Know various approaches and methods of teaching life science. 4. Lesson planning of biological science properly. 5. Prepare tools for evaluation in biological sciences.				

UNIT-I

NATURE, CONCEPT & IMPORTANCE

- (a) Origin & Nature of Biological Sciences
- (b) Values of Biological Sciences
- (c) Role of Biology in our lives
- (d) Claims of Biology for the inclusion in school curriculum
- (e) Relation of Biology to other school subjects.

UNIT II

AIMS & OBJECTIVES

- (a) General aims and objectives of teaching Biology
- (b) Difference between aims and objectives
- (c) Blooms taxonomy of educational objectives
- (d) Writing the objectives in terms of learning outcomes
- (e) Writing the objectives for different levels of school teaching.

UNIT III

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and techniques of teaching Biology
- (b) Teacher-centered methods: lecture method, demonstration method, lecture-demonstration method, historical method etc.
- (c) Child-centered methods, Project-method, heuristic method, problem solving, assignment, laboratory method & Field Trips
- (d) Need and importance of planning in teaching, preparing a lesson plan
- (e) Preparation of unit plan and resource unit plan.

UNIT IV

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to Biological Science
- (b) Process of curriculum development
- (c) Evaluation of existing Biology curriculum
- (d) Importance and types of audio-visual aids, Improvised Teaching Aids
- (e) Need, importance and evaluation of Biology text books.

UNIT V

EVALUATION & ACTION RESEARCH

- (a) Concept, scope and importance of Evaluation
- (b) Tools and Techniques of evaluation and characteristics of a good test
- (c) Construction and administration of an achievement test in Biology
- (d) Action research-meaning, importance and procedure

(e) Action research design

REFERENCES:

- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.
- Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
- Heiss, Obourn.,& Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya

BED 105-VIII	PEDAGOGY OF SOCIAL STUDY	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				

Unit-I

Meaning, Nature and Importance (History, Civics & Geography)

- Meaning, nature and importance of History and civics teaching.
- Essential elements in education for citizenship.
- Brief history of social science abroad and in India.
- Relationship with other school subject.

Unit-II

Aims & Objectives of History, Civics & Geography Teaching.

- Aims and instructional objectives of the teaching history and civics at different school levels.
- Bloom's taxonomy and writing objectives in behavioral term.
- Curriculum and content of social studies concept and importance of curriculum, objectives of social science curriculum, principles of selection of content, social science syllabus prescribed by NCERT.
- Different kinds of techniques, traditional and modern teaching aids.

Unit -III

Approaches and Methods of teaching History, Civics & Geography

- Various Methods of teaching civics and History.
- Story telling Method, text book, Method, Lecture cum demonstration, Question answer method, Discussion method, Assignment method, project method, problem solving method socialized recitation method.
- Techniques and devices of teaching History and Civics. Seminars, group discussion, assignments, excursions, supervised study.
- Social science teacher and Professional growth.
- Meaning, importance, approaches and preparation of lesson plan and unit plan.

Unit-IV

Learning resources in social science I (History, Civics & Geography)

- Audio-visual aids-teaching aids, Need, uses, kinds and advantages.
- Co-curricular activities in social science and use of activities and play-way devices in social science.
- ICT materials in teaching learning of social science (History and civics) Use of ICT video clips, Power-point presentation etc.
- Text book – Meaning, importance and criteria of a good text book and evaluation of a social science text book.
- Social science laboratory and Museum, Library, Social science club, Wall-Magazines, Field trip or Educational tours.

Unit-V

Evaluation in social science I (History, Civics & Geography)

- a. Meaning and importance of evaluation.
- b. Formative and summative evaluation.
- c. Types of Evaluation oral test, written test- Essay Type Test, (ii) Objectives Type Test.
- d. Construction of test items-unit test and Examination question paper at secondary level.

REFERENCES:

- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.
- Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition): Viaks Publishing House

BED 105-IX	PEDAGOGY OF ECONOMICS	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children. • Develop the required competencies to present the subject matter of economics from a social science perspective. • Help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels. • Help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics. • Help the teacher identify basic economic concepts, as integral in the to the syllabus and Plan the suitable methodology to teach. • Help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective. • Prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for economics and Find it relevant for their personal and professional lives. 				

Unit-I

Meaning, Nature and Importance of Teaching

- Meaning, Nature and scope of Economics.
- Place and importance of teaching Economics at secondary level.
- Correlation of Economics with other school subjects.
- Relationship with other school subjects.

Unit-II

Aims and objectives of Economics teaching:

- Instructional objectives of teaching (Economics) at different school levels.
- Bloom's taxonomy and writing objectives in behavioral term.
- Curriculum and content of Economics concept and importance of curriculum, objectives and Principles of selection of content Economics Syllabus at different levels prescribed by NCERT.
- Different kinds of teaching aids-Traditional and modern teaching aids.

Unit-III

Approaches and Methods of teaching Geography and Economics:

- Various methods of teaching Economics and Geography, Lecture Method, Inductive Deductive method, Project method, Survey method, Discussion method.
- Techniques and devices of teaching Economics and Geography.
 - Questioning
 - Narration
 - Illustration
 - Dramatization
 - Assignments
 - Story Telling
 - Drill
 - Seminar
 - Brain Storming
 - Field Trips and Educational Tours

- (xi) Observation
- (xii) Debate
- (c) Social science teacher and professional growth.
- (d) Meaning, importance, approaches and preparation of lesson plan and unit plan

Unit-IV

Learning resources in Social Science:

- (a) Audio-Visual aids-teaching aids, Need, uses, kinds and advantages.
- (b) Co-curricular activities in social science and play way devices in social science.
- (c) ICT Materials in teaching learning of social science Use of ICT- Video-clips, Power- point Presentation, Interactive Board etc.
- (d) Text book Meaning, importance and quality of a good text book of Economics and Geography
- (e) Social science room (Economics and Geography) importance and equipments, Social science club, wall-Magazines, Atlas using maps and using pictures.

Unit-V

Evaluation in Social Science:

- (a) Meaning and importance of evaluation.
- (b) Types of evaluation, oral test, written test - Essay type test, Objective types test, and short answer type.
- (c) Formative and Summative Evaluation.
- (d) Construction of test items and examination question paper at secondary level.
- (e) Continuous and comprehensive Evaluation (CCE).

REFERENCES:

- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
- Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications

BED 105-X	PEDAGOGY OF COMPUTER SCIENCE	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Develop a broad understanding of the principles and procedures used in computer science education. • Develop their skills necessary for preparing international accessories. • Know the methods of planning instruction for the classroom. • Learn successfully various methods of teaching computer science and use them judiciously. • Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives 				

UNIT-I

Concept and aims of teaching of computer science concept, need and scope of computer science

- Importance of Teaching of Computer at various stages in Indian Schools.
- Introduction to computers at different stages of school. 71 History and Generations of Computers and their characteristics, Classification and Hardware of computers, Input Output Devices and Block Diagram. Significance of Computer Science in the modern time and the advancement in Computer
- MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
- Uses and Applications of computer
- Computer care- Viruses, Security and maintenance

UNIT-II

Skills and methods of teaching computer science micro-teaching skills

- Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- Objectives based teaching of computer science- General objectives of teaching computer
- Bloom's Taxonomy of Educational Objectives, Writing objectives in terms of behavioral outcomes of students
- Skill of Introducing the lesson
- Skill of Questioning
- Skill of Illustration
- Skill of Explaining
- Skill of Stimulus variation Preparation of Micro Lesson Plan
- Methods of Teaching
- Lecture-cum-Demonstration
- Laboratory
- Project o Inductive-Deductive
- Problem Solving
- Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning

UNIT-III

Instructional planning and material development unit planning and lesson planning, preparation of lesson plan

- Importance of planning a lesson and Importance, Preparation and use of Teaching Aids.
- Meaning, Importance, classification and preparation of Instructional Material used for
- Teaching of Computer Science Learning Resources Text Books: Characteristics and Criteria for Selection of Computer Books with special

- of school. Preparation of Lesson plan. Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive white boards.
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-IV

Pedagogical analysis meaning, importance and steps of pedagogical analysis

- Pedagogical approaches for the teaching of Computer Science teaching at different stages
- Pedagogical Analysis on the following topics: o Computer System o Operating System o Net-Working o M.S. Windows o MS Office o Information Technology & Computers.
- Identification and organization of concepts for teaching - teaching of Computer Science
- Role of Network, Type and Topology, Internet and, Network Protocol in Teaching

UNIT-V

Evaluation in computer science-meaning and importance of evaluation

- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Types of Tests used in Computer Science
- **Tasks & Assignments:** Any one of the following (10 marks) Preparation of Self Instruction Modules for the Secondary School Students
- Collection and Interpretation of data regarding computer attitude of Government School students. Use online Evaluation Tools for measuring Soft skills.
- Act as proctor for Computer literacy in peer teaching.
- Any other project/assignment provided by the college.

Practicum/field work

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT.
- Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.
- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- Richard Scott., PB Learning Lab Teaches, BPB Publication, New York, 1995.
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BED 105-XI	PEDAGOGY OF HOME SCIENCE	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Understand the nature and scope of Home Science. • Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools. • Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively. • Understand the various methods and techniques that can be employed in the teaching of Home Science. • Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching. • Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition. 				

Unit-I

Nature, Importance, Aims & Objectives

- Nature and meaning of Home Science
- Values and Importance of Home Science for students of higher secondary stage.
- Correlation of Home Science with other subjects.
- Aims and objectives of Home Science Teaching (Bloom's approach to specify the outcomes)

Unit-II

Methods/approaches/Techniques of Teaching Home Science

- Problem solving Method, Demonstration Method, Experimental Method, Project Method, Lecture cum demonstration.
- Question answers Technique.
- Dramatization.
- Field Trips

Unit-III

Planning and qualities of a Home Science Teacher

- Concept of planning for Home Science.
- Various steps of Planning-unit and lesson planning.
- Importance & advantage of unit and lesson plan.
- Qualities of a good Home Science Teacher.
- Role of Home Science teacher

Unit-IV

Curriculum & Media

- Principles of curriculum development, evaluation of existing home science, curriculum and text books
- Media
 - Audio aids
 - Visual aids
 - Audio-Visual aids
 - Print Media
- Reference Books Magazines etc. (vi) Laboratories (Location, Buildings)

Units-V

Evaluation

- (i) Concept, Principles basis and measures to improve a syllabus.
- (ii) Concept of measurement and Evaluation
- (iii) Criteria of good evaluation and construction of test items and examination question paper.
- (iv) Merits demerits of evaluation.
- (v) Continuous and comprehensive Evaluation (CCE): Formative and Summative Assessment

References:

- Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
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- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart
- Das, R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
- Devdas R.P. (1976). Teaching Home Science, AI Council for Teaching Science.
- Hall & Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd

BED 105- XII	PEDAGOGY OF FINE ARTS	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	The student teachers will be able to:- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				

UNIT-I

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

UNIT-II

- Instructional materials required for planning teaching-learning of art and learners
- Participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging
- Learners to raise questions, dialogue amongst the groups'role of learners in negotiating and mediating learning in art. Development of low cost TLM with the help of school & community and its use in classroom instruction.
- Methods and material of Art through the ages in caustic, oil, tempera, Fresco etc. , Modern Art movements, Abstraction, Cubism, Expressionism Realism, Impressionism, Romanticism.

UNIT-III

- Importance of text books and teaching aids in the class room teaching of Art.
- Methods of Teaching Art, Qualities of an Art Teacher and his role in Education, How to prepare lesson notes for Art classes? , How to prepare Art Syllabus for Art classes? (iv) How to teach Still life, Designs,
- Nature-Study and Painting- Composition. , Class room Decoration

UNIT-IV

- Identification and use of learning resources in art exploring alternative sources;
- Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Teaching aids in the class room teaching of Art-Importance of teaching aids, different
- kinds of teaching aids, audio aid, visual aids & audio-visual aids, Art room- need, importance and equipments Use of ICT & Using community resources in art education
- Stages of development in Children's Art , How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?
- Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

UNIT-V

- a) Evaluation in Fine Art and preparation of question bank.
- b) Comprehensive and Continuous Evaluation (CCE) in Art Education
- c) Qualities of a good Art teacher

Task and assignment: Any one of the following: (10 marks)

- a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.
- b) Decoration designs: Pictorial composition in water or tempera.
- c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
- d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
- e) Collage making
- f) Presentation of Art-Work

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

References:

1. Jeswani, K.K. Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6
2. Road, H. Education through Art, Faber and Faber London
3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York
4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Gerge Conard : The process of Art education in the elementary school Practice Hall, inc. England, Cliets No. 1, 1964.
7. Ruth Dunneth : ‘_Art and child personality’, Methuen and Co. Ltd. London 1945.
8. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
9. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
10. AAMS : Memorandum on the teaching of Art London.

BED 105-XIII	PEDAGOGY OF MUSIC	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	The student teachers will be able to:- 5. Appreciate the significance of teaching Social Science. 6. Be acquainted with the approaches & Methods of Teaching Social Science. 7. Be used to the application of knowledge and skills in Social Science. 8. Be acquainted with various practical aspects of Social Science.				

UNIT I

CONCEPT, IMPORTANCE AND PLACE OF MUSIC IN SCHOOL CURRICULUM

- Concept & Importance of Indian Music, its chief characteristics and its place in school curriculum
- Types of Music-classical, semi-classical, light (folk and film) its place and importance in school curriculum
- Brief historical development of Music pre-independence and post-independence period
- Vocational prospects of learning Music
- Meaning and Importance of Music and Relationship of music with other school subjects.

UNIT II

AIMS AND OBJECTIVES OF TEACHING MUSIC:

- General aims and objectives of teaching music
- Specific objectives of teaching music according to Bloom's Taxonomy
- Meaning of curriculum, Principles of framing music curriculum
- Planning of music syllabus for nursery to secondary level
- A critical evaluation of existing syllabus and suggestions for their improvement
- Aspects of teaching Music-
 - Raga Prashikshan
 - Tal Prashikshan
 - Training in appreciation of Music.

UNIT III

METHODS, TECHNIQUES AND AIDS OF TEACHING MUSIC

- Methods and techniques of teaching Music: lecture, demonstration, lecture-cum-demonstration imitation, dramatizations, discussion questioning, explanation and description
- Audio-visual aids-meaning, importance and selection
- Classification of Audio-Visual Aids
- Ideal Music-Room, necessary equipment and maintenance of musical instruments
- Notation system-its merits and limitations.

UNIT IV

LESSON PLANNING

- Qualities and duties of Music teacher
- Meaning and importance of lesson planning
- Concept and importance of Unit Plan & Resource Plan
- Lesson planning in teaching Rages, Tals and Light Music
- Lesson planning for teaching theoretical part of Music.

UNIT V

EVALUATION

- (a) Concept and importance of evaluation in Music
- (b) Evaluation Techniques and Characteristics of a good evaluation device
- (c) Construction of test items and examination question paper
- (d) Action research: meaning importance & procedure.

References:

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.

BED 105- XIV	PEDAGOGY OF PHYSICAL SCIENCE	Theory	Engagement With the Field	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Develop a broad understanding of the principles and procedures used in modern physical science education. • Develop their essential skill for practicing modern physical science education. • Develop their skills necessary for preparing international accessories. • Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson. • Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives. 				

UNIT-I

NATURE AND HISTORICAL PERSPECTIVE OF SCIENCE

- (a) Meaning, concept and nature of science.
- (b) Science as interdisciplinary area of learning i.e. facts concepts, principles, laws and theories.
- (c) Milestones of pedagogy of science (Historical development).
- (d) Science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanation.
- (e) Role of science in national building.

UNIT-II

AIMS AND OBJECTIVES

- (a) General Aims and objectives of teaching science.
- (b) Difference between aims and objectives.
- (c) Bloom taxonomy of educational objectives.
- (d) Writing the objectives in terms of learning outcomes.
- (e) Writing the objectives for different levels of school teaching.

UNIT-III

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and Techniques of teaching science.
- (b) Teacher centered methods-Lecture, Demonstration and Lecture cum demonstration method.
- (c) Pupil centered methods-Problem solving, Project method.
- (d) Need & Importance of planning in teaching, preparing a lesson plan.
- (e) Preparation of unit plan and resource plan.

UNIT-IV

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to science.
- (b) Process of curriculum development.
- (c) Evaluation of existing science curriculum.
- (d) Importance and types of Audio-Video aids, improvised teaching aids.
- (e) Need, importance and evaluation of science text books.

UNIT-V

EVALUATION AND ACTION RESEARCH

- (a) Concept, scope and importance of evaluation

- (b) Tools and techniques of evaluation and characteristics of a good test.
- (c) Construction and Administration of an achievement test in science.
- (d) Action research – meaning, importance and procedure.
- (e) Action Research design.

REFERENCES:

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications

BED 106 (A)	ICT AND CLASSROOM TRANSACTION	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	The student teachers will be able to:- <ol style="list-style-type: none"> 1. Develop skill in handling computer and using word documents. 2. Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets. 3. Understand the Educational implications of Power Point Presentation and its use in classroom context. 4. To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution. 5. To acquire the skill of organising and creating her/his own digital resources. 6. Understand the applications of Information Technology in the field of teacher education programme and training. 				

Unit-1

- (a) ICT in education: Meaning, Scope, advantages and limitation.
- (b) Internet – Word wide web, Web sites, using search engines.
- (c) Role of Information technology in construction of knowledge.

Unit-2

- (a) ICT Smart classroom, concept, equipment organization, operation at it importance in teaching
- (b) Role of EDU-SAT-Gyan Darsan, Teleconferencing-Audio, Video and computer mediateal-Skype
- (c) Role of the teacher in technology mediated learning.

Task Assignment/Practical

- (a) Making resume in MS-Word
- (b) Power-Point
- (c) Making any work MS-Excel
- (d) Making Project Interactive Internet and Smart Classroom.

References:

- Becker, H.J. & Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.
- UK Sing & KN Sudarshan: Computer Education - A Reference Guide to Using Internet Resources. <http://www.bedfordstmartins.com/online/citex.html>

Wikipedia - online encyclopedia website - <http://www.wikipedia.org/> E-learning India Website - <http://elearning-india.com>

BED 106 (B)	DRAMAS AND ART IN EDUCATION	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	<ul style="list-style-type: none"> • Gain direct experiences • Develop motor skill • Make students believe in the dignity of labour • To nurture children's creativity and aesthetic sensibilities. 				

Unit-1

- (a) Meaning and concept of art in education.
- (b) Understanding the self and as a form of self-expression for enhancing- creativity.
- (c) Use of art in teaching learning process of Drama as a social experience.

Unit-2

- (a) Range of art activities in media and electronic art forms.
- (b) Drama and art as pedagogy of learning and development, art (Visual and performing arts) there importance in teaching
- (c) Development at aesthetic sensibilities, media art, cultural festivals, street theatre.

Task Assignment/Practical

- I. Rangoli, Painting, any art work, script writing + add BED 107 practical work

References:

- Arya Jaides : Kala ke Adhyapan, Vinod Pustak Mandir, Agra.
- Ruth Dunneth : 'Art and Clired Personalty, Metheun and Co. Ltd, London, 1945.
- Kiya Shiksha. Vol. No 4, April 1966, Special Vender, Art education, Publication by department of Education, Rajasthan, Bikaner.

BED 107 (A)	READING AND REFLECTING ON TEXTS	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	<ul style="list-style-type: none"> • Develop study – habits • Develop skill of reading & writing • Develop skill of summarization • Develop skill of note-taking. 				

Unit-1

- (a) Acquisition of reading skills
- (b) Read a wide variety of texts such as a descriptive narrative conversations biographical
- (c) Understanding the process of critical reading develop reflective skills

Unit-2

- (a) Writing for a specific purpose and a specific audience
- (b) Combine reading and writing skills and content analysis writing field notes
- (c) Understanding the concept of reflective writing read reflect and think critically recognize the benefits of reflecting

Task assignment/Practicum

- (a) Preparing a vocabulary words with meaning use
- (b) Writing autobiography textbook reading comprehension and question answer.

References:

- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

BED 107 (B)	UNDERSTANDING OF SELF	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	<ul style="list-style-type: none"> • Identify their own potential • Give conscious direction to their lives to take responsibility for their actions. • Develop a holistic and integrated understanding of the human self and personality. • Develop the capacity for self-reflection and personal integration. • Develop sensitivity towards the needs of children by connecting with one's own childhood experiences. • Develop the capacity to establish peace within oneself. 				

Unit-1

- Concept of self and self identity self esteem
- Personality determining a distinctive personality, dynamic approaches personality
- Self expression including poetry and humor creative movements aesthetic representations

Unit-2

- Holistic and integrated understanding of the human self and peace progress and harmony
- Locus of control stress management social interactions and group influence
- Yoga for peace and harmony breathing exercises meditation

Task assignment/Practicum

- Write self-reflective diaries.
- Report on stress management technique and yoga exercises

References:

- Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana.
- Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers
- Bhatia, H. R.(1990). Elements of Educational Psychology Bombay:Orient Langman Ltd.
- Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Newman, B. M. and Newman,P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers.
- Crain, W. (1992).Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.

BED 108	PREPARATION TO FUNCTION AS A TEACHER, (TEACHING SKILLS / TEACHING PRACTICES), DURATION 5 WEEKS,	Theory	Practicals	Credit	6
		-	100	Class Hours	96
Objectives	<ul style="list-style-type: none"> • To develop capacity of explaining questions • To explain the topics /content of related subjects. • Use of back-board/writing summary etc. • Demonstration via chart/model 				

During in this period a student teacher shall work as a regular teacher and participate in all school activities.

- **One week workshop on Lesson-Planning based on constructivist approach:** Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Question, How to put Question, How to receive Answers, Discipline, Role of Eye-control, etc.
- **One week workshop on Micro-Teaching:** At least 5 teaching skills will be mastered in each Pedagogy course like-Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.
- **One week Practice-Teaching in Simulated condition:** in each Pedagogy course.
- **Two week Practice-Teaching in Real-Class room situation in a school:** For it, the student-teachers will be attached to a particular school as 'School Attachment', where they will deliver their lessons. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This shorter period is to provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.

Function/Roles in the school:

- Observation of schools.
- Morning Assembly,
- Library.
- Organization of co-curricular activities.
- Observation of class-room management - infrastructural facilities available.
- School teachers' observation - Teaching styles, Engaging and Evaluation.
- Pedagogical Analysis of lessons.

Preparation of observation report/file on five point rating scale.

- Preparation, orientation and use of teaching learning material (TLM) in each teaching subject.