

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

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

Semester system

(To be implemented from the session 2015 Onwards)

**School of Education
Department of Education**

**Hemvati Nandan Bahuguna Garhwal
University, Srinagar
(A Central University)**

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

Eligibility for Admission:

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

Reservation:-

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

Duration of the Programme:

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

Medium of Instruction:

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

Attendance:

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

Rules & Regulations

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

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

Definitions of Key Words:-

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

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

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

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

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

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

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

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

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

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

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

Time Allocation-

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

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

Evaluation Subject:-

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

Grades and Grade Points

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

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

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

Examination pattern:

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

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

- A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B. Ed. degree.
- Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject.

The evaluation of the internship programme for (Semester –II & III) and other Assignments in different semesters (Semester I to IV) of the B. Ed. Students will be evaluated by the Board of examiners comprising of the following persons:-

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

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

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

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

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

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

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

Distribution of Marks

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

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

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

EPC-1: READING AND REFLECTING ON TEXTS

TOTAL MARKS: 100

CREDIT:4

Internal: 30

External:70

	Marks (Internal)		Marks (External) Total = 70	
ACTIVITIES TO BE DONE	Total = 30 (Will be evaluated by internal Examiner)		(Will be evaluated by one External as well as internal Examiner)	
	1. Application Format & Construction of Model Question Paper	10	1. Summary of Autobiography of any eminent educationist	10
	2. Resume- Self	10	2. Report on analysis of Policy Document in the field of Education	10
	3. Report on local festivals / Rituals	10	3. Content analysis of text book of Secondary Education level	10
			4. Book Review	10
			5. Report on Local Cultural Heritage	10
			6. Viva-Voce	20
	Total Marks	30	Total Marks	70

EPC-2: DRAMA AND ARTS IN EDUCATION

TOTAL MARKS: 100

CREDIT:4

Internal: 30

External:70

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

EPC-3: CRITICAL UNDERSTANDING OF ICT**&****EPC-4: UNDERSTANDING THE SELF****TOTAL MARKS: 50+50 = 100****CREDIT:2+2= 4****Internal: 15+15= 30****External: 35+35= 70****EPC-3: CRITICAL UNDERSTANDING OF ICT**

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

&**EPC-4: UNDERSTANDING THE SELF**

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

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

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

STRUCTURE OF THE B. Ed. PROGRAMME

	Broad Curricular Areas	Courses
1.	Perspectives in Education	Course 1: Childhood and Growing Up Course 2: Contemporary India and Education Course 3: Learning and Teaching Course 6: Gender, School and Society Course 8: Knowledge and Curriculum Course 10: Creating an Inclusive School
2.	Curriculum and Pedagogic Studies	Course 4: Language across the Curriculum Course 5: Understanding Disciplines and Subjects Course 7 Pedagogy of a School Subject Course 9: Assessment for Learning Course 11: Optional Courses
3.	Engagement with the Field – the Self, the Child, Community and School	• Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus. • School Internship • Courses on Enhancing Professional Capacities (EPC) ➤ Course EPC 1: Reading and Reflecting on

		Texts ➤ Course EPC 2: Drama and Art in Education ➤ Course EPC 3: Critical Understanding of ICT ➤ Course EPC 4: Understanding the Self
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School Internship:

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

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching–learning.

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

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

GUIDELINES FOR INTERNSHIP:-

PRE - INTERNSHIP (SECOND SEMESTER)

(Course Code: B. Ed: 109)

Total Marks:100

Total credits- 04

(Two week internship in practicing schools)

(Teaching Practice & Practical Work)

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

INTERNSHIP- (SEMESTER-III)

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

(Course Code: 109)

(Teaching Practice & Practical Work)

Total Marks: 400

Credit:16

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

COURSE OF STUDY AND SCHEME OF EVALUATION

SEMESTER - I (JULY TO DECEMBER INCLUDING EXAM)

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

SEMESTER-II

COURSE OUTLINE FOR SEMESTER –III

(January to May including exams)

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

	Science				
Social Sciences	Civics	B. ED 107-VII			
	History	B. ED 107-VIII			
	Economics	B. ED 107-IX			
	Geography	B. ED 107-X			
	Social Study	B. ED 107-XI			
	Computer Science	B. ED 107-XII			
	Home Science	B. ED 107-XIII			
	Commerce	B. ED 107-XIV			
	Arts	B. ED 107-XV			
	Pre-Internship – Two Weeks	B. Ed 109	– Practice Teaching for two weeks in Schools	100 marks	4
Total Marks				500	20
<i>Task, assignments, field work and practicum for course 3,9, 7 & Pre- internship for two weeks will be evaluated by one external examiner and one internal examiner also</i> <i>Co curricular Activities: Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i>					

SEMESTER - III

COURSE OUTLINE FOR SEMESTER –III

(July to December including exam)

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

SEMESTER - IV

COURSE OUTLINE FOR SEMESTER –IV

(January –Jun)

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

and Counselling e) Distance Education f) Environment al Education g) Value Education	IV B.ED-115-V B.ED-115-VI B.ED-115-VII						
Course EPC- 3: Critical Understanding of ICT & Course EPC -4: Understanding the Self	B.ED-116 & 117	Do 3X 2=6	60 30X2= 60	100 50X2 = 100	30 15X2= 30	70 35X2 = 70	04 2X2=4
Total				500			20
- Task , Assignments, Field work and Practicum for course -6, 8, 10 and 11 and all the activities related to course EPC-3 & EPC-4 will be evaluated by one internal and one external examiner also. - Co curricular activities Prayer, Yoga, Meditation and Celebration, of important National & International days etc							
Grand total (credits) Semester-I to Semester-IV				2000			80

OBJECTIVES OF THE B. Ed PROGRAMME

The objectives of this programme is to -

- Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).

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

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

Course Name	Course -Code	Hours per week - 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Semester – I (July to December including exam)							
Course 1 : Childhood and Growing Up	B. ED 101	45 Minutes	60	100	30	70	4
Course 2 : Contemporary India and Education	B. ED 102	Do -	60	100	30	70	4
Course 4 : Language across the Curriculum	B. ED 103	Do -	60	100	30	70	4
Course 5 : Understanding Disciplines and Subjects	B. ED 104	Do -	60	100	30	70	4
Course <i>EPC</i> 1: Reading and Reflecting on Texts	B. ED 105	Do -	60	100	30	70	4
Total		20		500			20
• Task, assignments, Field work and Practicum for course 1, 2,4,5 & all the activities related to EPC-1 activities will be evaluated by one external as well as one internal examiner • Co Curricular Activities:- <i>Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i>							

First Semester

Course 1: Childhood and Growing -up

Course Code: B.ED-101

Total Marks: 100

(Credit-04)

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks :70

Objectives of the Course:

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

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

UNIT-I:-Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Methods and Functions of Educational Psychology
- Importance of Educational Psychology

UNIT-II:- Childhood and Child Development

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

UNIT-III:- Adolescent Development-

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

UNIT-IV- Intelligence-

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

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

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

Practicum / Field Work:

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

Pedagogy –

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

References

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

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

Course Code: B.ED-102

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

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

UNIT-I- Education & its importance-

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

UNIT-II- Constitutional Provisions & Education

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

UNIT-III- Contemporary Issues Related to Education-

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

UNIT-IV- Issue of Marginalisation and Education-

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

UNIT-V- Policies related to Indian Education-

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

Practicum /Field Work -

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

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

References:

- 1^ण सिंह, एम.के. (2009) शिक्षा के दार्शनिक व सामाजिक आधार, इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।
- 2^ण रूहेला, प्रो. एस.पी. (2009) शिक्षा के दार्शनिक व समाजशास्त्रीय आधार, अग्रवाल पब्लिकेयन्स, आगरा।
- 3^ण सोनी, रामगोपल उदयोन्मुख भारतीय समाज में शिक्षक, एच. पी. भार्गव बुक हाऊस, आगरा।
- 4^ण पाण्डेय, रामकल (2007) शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेयन्स, आगरा।
- 5^ण पचौरी, गिरीष, पचौरी रितुए (2010) उभरते भारतीय समाज में शिक्षक की भूमिका, आर. लाल. बुक डिपो, मेरठ।
- 6^ण रूहेला, एस.पी. (2008) विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, अग्रवाल पब्लिकेयन्स, आगरा।
- 7^ण सिंह, रामपाल, सिंह, श्रीमती उमा, (2008), शिक्षा तथा उदीयमान भारतीय समाज, विनोद पुस्तक मन्दिर, आगरा-2।
8. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut (U.P)

Course 4: Language across the Curriculum

Course Code: B.ED-103

Total Marks: 100

(Credit -4)

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

1. Understand the language background of students.
2. Create sensitivity to the language diversity in the classroom.
3. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand writing with a sense of purpose, writing to learn and understand.
6. Understand language and speech disorder and make remedial measure

UNIT-I- Language Policies-

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

UNIT-II- Class Room and Language-

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

UNIT-III-Class Room as a Language Laboratory-

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

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

UNIT-IV- Language Development-

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

UNIT –V- Teacher and Language

- Questioning in the Classroom– types of questions and teacher control
- Importance of language lab in schools
- Qualities of a good language teacher

PRACTICUM / FIELD WORK-

- i. Organize an activity based game to motivate students for creative questioning in specific content areas and draft the report.
- ii. Identify speech defects of students and suggest remedies in a brief report.

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

REFERENCES

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
4. Grellet, F. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.

5. NCERT. (2006) Position Paper. National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.

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

Course Code: B.ED-104

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

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

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

UNIT-I-

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

UNIT-II-

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

UNIT-III-

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

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

UNIT-IV-

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

UNIT-V-

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

PRACTICUM/FIELD WORK:-

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

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

References

1. Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Shulman L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 4-14
3. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the Cambridge history of science: Volume the modern social sciences. Cambridge University press.
4. Plato (2009) Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
5. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Routledge.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992).
7. Ghosh, S.C. (2007). History of education in India. Rawat publications.
8. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Course EPC -1: Reading and Reflecting on Texts (Credit -4)

Course Code: B.ED-105

Total Marks: 100

Contact Hours: 4 Hours per Week

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

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

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

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

ACTIVITIES-

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

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

Reference:

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

SEMISTER - II

COURSE OUTLINE FOR SECOND SEMESTER

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

Computer Science Home Science Commerce Arts	B.ED- 107- XV)						
Course 9: Assessment for Learning	B.ED- 108	45 Minutes	60	100	30	70	04
Pre-internship for 2 weeks -	B.ED- 109	– Practice Teaching for two weeks in Schools		100			04
Total				500			20
<i>Task, assignments, field work and practicum for course 3,9, 7 & Pre- internship for two weeks will be evaluated by one external examiner and one internal examiner also</i> <i>Co curricular Activities: Prayer, Yoga, Meditation and Celebration, of important National & International days etc</i>							

Course 3: Learning and Teaching

Course Code – B.ED - 106

Credit- 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the Course:

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

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

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

UNIT-I -

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

UNIT-I I-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

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

References

- 1^प चौबे एस. पी, 2005, बाल विकास व मनोविज्ञान के मूल तत्व, ब्दबमचज च्नइसपौपदह ब्बउचंदल च्त्पअंजम र्जकए डर्वीद लंतकमदए छमू क्मसीप
- 2^प र्ष्मा आर.ए., 2008, शिक्षा के मनोवैज्ञानिक आधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।
- 3^प सेवानी अशोक एवं उमा सिंह, 2008, शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
4. र्ष्मा आर.ए. 2005, शिक्षण अधिनम में नवीन प्रवर्तन, आर. लाल बुक डिपो, मेरठ।
5. Mathur, S.S. and Mathur, A., 2008. Development of learner and teaching learning process, Aggrawal Publications, Agra.
6. Siddiqui, M. H. , 2009, Teachings of teaching (classroom teaching). APH publishing, New Delhi.
7. Rao. V.K, Reddy, R.S. 1992, learning and teaching commonwealth publishers, New Delhi.
8. Bhatnagar, A.B, Bhatnagar, M. and Bhatnagar A., 2008, Development of learner and teaching learning process, R. Lall Book, Depot, Meerut

Course 7: Pedagogy of a School Subject

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

Pedagogy of Hindi (हिन्दी भाषा का शिक्षण)

(Credit-04)

Course Code: B. ED -107-I

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

पाठ्यक्रम के उद्देश्य:—

- ✓ इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझने में सक्षम होगा कि—
- ✓ भाषा कि विभिन्न भूमिकाओं को समझ सकेंगे।
- ✓ हिन्दी भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
- ✓ हिन्दी भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।
- ✓ स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना।
- ✓ भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
- ✓ भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।

इकाई— 1—

- हिन्दी भाषा का विद्यालयी पाठ्यक्रम में स्थान—भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, (हिन्दी की बोलियाँ— वाक् तथा लेखन), विद्यालयी पाठ्यक्रम में हिन्दी का महत्व ।
- विभिन्न स्तरों में हिन्दी शिक्षण के उद्देश्य एवं भाषा शिक्षण के सामान्य सिद्धान्त एवं शिक्षण विधियाँ। पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त ।

- भाषायी दक्षताएँ— सुनना, बोलना, पढ़ना व लिखना, सुनने, बोलने, पढ़ने व लिखने का कौशल, लिखने के चरण, औपचारिक व अनौपचारिक लेखन (कहानी, कविता, डायरी, पत्र, समाचार व रिपोर्ट आदि)।

इकाई— 2

- भाषा साहित्य और सौंदर्य — साहित्यिक अभिव्यक्ति के विविध रूप—पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना—पढ़ना, पद्य, गद्य एवं व्याकरण की पाठ योजना का निर्माण
- हिन्दी शिक्षण में सहायक सामग्री एवं पाठ्यपुस्तकों की आवश्यकता, एवं उनका महत्व।
- हिन्दी शिक्षण में भाषा प्रयोगशाला का स्थान एवं महत्व तथा एक अच्छे भाषा अध्यापक के गुण।

इकाई— 3—

- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा — भाषाओं की स्थिति (धारा 343—351, 350); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति — 1986; पी.ओ.ए—1992, राष्ट्रीय पाठ्यचर्या — 2005 (भाषा अध्ययन)
- हिंदी के विविध रूप, अंतर्राष्ट्रीय स्तर पर हिंदी भाषा का महत्व,
- भाषा के रूप में हिंदी व भाषा को पढ़ने—पढ़ाने की चुनौतियाँ।

इकाई— 4—

- भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि
- भाषा सीखने—सिखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।
- भाषा शिक्षण की प्रचलित विधियाँ/ प्रणालियाँ और उनका विश्लेषण — व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक

(अन्तर्विषयक/अन्तर्अनुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

इकाई- 5-

- हिन्दी शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या, हिन्दी शिक्षण में मूल्यांकन की उपयोगिता।
- हिन्दी शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न,
- भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन.

परियोजनाकार्य:- विभिन्न समकालीन विषयोंविशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन। कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान की रिपोर्ट तैयार करना। प्रसिद्ध लेखकों, कवियों, कवयित्रियों व अन्य प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

कक्षा शिक्षण विधि – हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला, वाद-विवाद, संगोष्ठी इत्यादि।

संदर्भ ग्रंथ सूची

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2. शर्मा, डॉ. अनुराधा (2012) "भाषाविज्ञान तथा सिद्धान्त," विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।
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4. किशोरीदास, आचार्य (2013) "हिन्दी की वर्तनी व शब्दप्रयोग मीमांसा", वाणी प्रकाशन, 21-ए, दरियागंज, नई दिल्ली।

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

Pedagogy of English

Course Code: B. ED -107-II

Credit - 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the Course:

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

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

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

UNIT-I—

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

UNIT-II-

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

UNIT-III-

- Descriptive linguistics- language as a discipline, structure of a language, objectives of English morphology, syntax and uses, kinds of sentences.
- Methods and approaches of English Teaching- Translation cum Grammar method, Direct Method, West's New Method, Substitution Method, Bilingual Method, Structural approach and Situational approach
- Teaching of speaking, pronunciation, reading, writing vocabulary, spelling, prose, poetry, drama, Grammar, translation and composition at various school levels and Preparation of Lesson plan.

UNIT-IV-

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

UNIT-V-

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

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

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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

Pedagogy of Sanskrit

Credit-04

Course Code : B. ED -107-III

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

पाठ्यक्रम के उद्देश्य:—

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझने में सक्षम होगा कि—

1. भाषा कि विभिन्न भूमिकाओं को समझ सकेंगे।
2. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
3. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।
4. भाषा के विभिन्न कौशलों को समझ सकेंगे।
5. संस्कृत भाषा के विभिन्न पाठ योजनाओं का महत्व समझ सकेंगे।

6. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
7. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।
8. संस्कृत भाषा शिक्षण में आई0सी0टी0 का महत्व को समझ सकेंगे।

इकाई— 1—

- भारत में संस्कृत भाषा का स्थान, संस्कृत की ऐतिहासिक पृष्ठभूमि, संस्कृत की सांस्कृतिक, साहित्यिक एवं भाषा—विज्ञान सम्बन्धित महत्व, संस्कृत का आधुनिक भारतीय भाषाओं से तुलनात्मक अध्ययन
- संस्कृत भाषा का विद्यालयी पाठ्यक्रम में स्थान—भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, विद्यालयी पाठ्यक्रम में संस्कृत साहित्य का महत्व ।
- विभिन्न स्तरों में संस्कृत शिक्षण के उद्देश्य एवं भाषा शिक्षण के सामान्य सिद्धान्त एवं शिक्षण विधियाँ।

इकाई— 2

- भाषा साहित्य और सौंदर्य —साहित्यिक अभिव्यक्ति के विविध रूप—पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना—पढ़ना
- संस्कृत शिक्षण में सहायक सामग्री एवं पाठ्यपुस्तकों की आवश्यकता, एवं उनका महत्व।
- संस्कृत शिक्षण में पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।

इकाई— 3—

- संस्कृत शिक्षण में ध्वनि का महत्व एवं शुद्धोच्चारण का महत्व।
- संस्कृत शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु—समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न,

- संस्कृत शिक्षण में पद्य, गद्य, व्याकरण, अनुवाद एवं नाटक की पाठ योजना का निर्माण

इकाई— 4—

- संस्कृत शिक्षण की विधियों, प्राचीन विधियों की नवीन विधियों से तुलना, व्याकरण विधि, विश्लेषणात्मक विधि, योजना विधि, प्रस्तुत विधियों की उपयोगिता एवं सीमाएं
- संस्कृत शिक्षण में दृश्य—श्रव्य साधनों का प्रयोग एवं महत्व, तथा संस्कृत शिक्षण में व्यक्तिगत पठन, मौन पठन, एवं सुलेख का महत्व
- अच्छे संस्कृत अध्यापक के गुण एवं संस्कृत के शिक्षक का भाषा की प्रगति में भूमिका।

इकाई— 5—

- संस्कृत शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या, संस्कृत शिक्षण में मूल्यांकन की उपयोगिता।
- भाषा विकास की प्रगति का मूल्यांकन—सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन.
- संस्कृत शिक्षण में क्रियात्मक अनुसंधान का अर्थ, विकास एवं उपयोगिता

परियोजनाकार्य:— विभिन्न समकालीन विषयोंविशेषकर संस्कृत भाषा का विकास, संस्कृत साहित्य व सौंदर्य आदि पर निबंध लेखन। कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान की रिपोर्ट तैयार करना। संस्कृत के प्रसिद्ध लेखकों, कवियों, कवयित्रियों व अन्य प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

कक्षा शिक्षण विधि — संस्कृत की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला, वाद—विवाद, संगोष्ठी इत्यादि।

संदर्भ ग्रंथ सूची

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

Pedagogy of Mathematics

Credit-04

Course Code : B. ED -107-IV

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

To enable the pupil teacher to-

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

UNIT:-I:-

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

UNIT-II-

- Meaning, purpose and importance of lesson plan in Mathematics Teaching, Various approaches of lesson planning in Mathematics Teaching
- Preparation of Lesson plan on various topics of Mathematics
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching, characteristics of good teaching aids, importance and development of Mathematics laboratory for recreational Mathematics

UNIT-III-

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

UNIT-IV-

- Teaching of Arithmetic-Objectives, role of drill and constrictive play in primary Arithmetic and developing speed and accuracy in Mathematics
- Teaching Algebra- Objectives and importance of Algebra,

- Teaching Geometry – Objectives of Geometry teaching, Role of hypothesis, axioms, postulates and assumptions, stages of Geometry teaching-experimental, analytical or deductive, systematising stages, kinds of proof in Geometry

UNIT-IV-

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

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

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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

Pedagogy of Physical Sciences

Credit-04

Course Code : B. ED -107-V

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

1. Develop insight on the meaning and nature of Physical science for determining aims and strategies of teaching- learning and Integrate the science knowledge with other school subjects.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Identify and relate everyday experiences with learning of science.
4. Explore the process skill in science and role of laboratory in teaching- learning.
5. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
6. Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other critical issues.

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

UNIT:-I:-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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

Pedagogy of Biological Sciences

Credit-04

Course Code : B. ED -107-VI

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

UNIT:-I:-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report. Planning and organizing events on special days related to biological science such as earth

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

Pedagogy: Classroom interaction, discussion, demonstration and observation.

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- ✓ Sharma, L.M. (1977): Teaching of Sciences & Life Sciences, Dhanpat Rai & Sons, Delhi,
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Civics

Credit-04

Course Code : B. ED -107-VI I

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

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

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

UNIT I:

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

- Measurement and evaluation in Civics, construction of objective based items in civics.
- Characteristics of assessment in civics, types of questions best suited for examining/assessing aspect of civics, questions for testing quantitative skills, questions for testing qualitative Analyse ; open- ended questions
- Continuous and Comprehensive Evaluation (CCE) in Civics teaching.

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

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

References

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

Pedagogy of History

Credit-04

Course Code : B. ED -107-VIII

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

UNIT- I:

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

UNIT-II-

- The Curriculum of History; its scope and adequacy; and evaluation construction of a syllabus for History
- Pedagogical approaches (Source Method, Question answer method, progressive viz., chronological treatments; their merits and demerits and studying of chronology for the teaching of History at different stages of school.
- Teaching-learning material - chief characteristics allied reading material, different types of supplementary materials - atlas, maps -world, Asia, media states, districts) globe, historical maps, models of Historical Monuments and Buildings, daily news paper, news magazine.

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References

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2. Ahluvalia M.M. (1992), modern India and the canted porary word arya book depot , karol bagh New Delhi 110005.
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Economics

Credit-04

Course Code : B. ED -107-IX

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

6 Period Per week and

External Assessment: 70

Each Period will be 45 Minutes

Course Objectives:-

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

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

UNIT- I:

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

UNIT-II-

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

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V

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

Practicum/Field Work -

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. टाक. प्रो. सुलेमान, करीम अब्बुल (2005) अर्थशास्त्र शिक्षण, जैन प्रकाशन मंदिर चौड़ा रास्ता जयपुर।

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3. सिंह रामपाल (1999) अर्थशास्त्र शिक्षण आर.लाल.बुक डिपो मेरठ
4. त्यागी गुरसरनदास (2011) अर्थशास्त्र शिक्षण अग्रवाल पब्लिकेशनस आगरा
5. महन्तो: एस.के. नवीनतम संस्करण अर्थशास्त्र शिक्षण के आधार राधा प्रकाशन मन्दिर आगरा
6. झा. कृष्णा नेन्द (2010) अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कॉरपोरेशन दरियागंज नई दिल्ली
7. Aggarwal J.C. (2007) Teaching of Economics; A Practical Approach, Vinod Pustak Mandir, Agra.
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Course 7 : Pedagogy of a School Subject (Course Code- B.ED- 107)

Pedagogy of Geography

Course Code : B. ED -107-X

Credit-04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

6 Period Per week and

External Assessment: 70

Each Period will be 45 Minutes

Course Objectives:-

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

1. To develop an understanding of the nature of Geography.
2. Understand matters of both content and pedagogy in the teaching of Geography.
3. Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Geography.
5. Prepare Lesson plans for different classes.

6. Critically evaluate the existing school syllabus of Geography Teaching.
7. To enable the pupil teacher to review the Text-book of Geography.
8. Apply appropriate methods and techniques of teaching particular topics at different levels.
9. Prepare, select and utilize different Local resources as teaching aids.

UNIT- I:

- Meaning, Aims, objective, concept and scope of Geography Teaching at different stages of school. Human geography and its importance.
- Significance of Geography in the modern school curriculum; the modern concept of Geography for national and international understanding and Human Geography and its importance.
- Ecology & Ecosystem, Social formation in Geography, Local & Regional Geography

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

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

UNIT-V-

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

Practicum/Field Work

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- ✓ वर्मा, डॉ.एल.एन. (2009) 'भूगोल शिक्षण: सैद्धान्तिक एवं प्रायोगिक', राजस्थान हिन्दी ग्रन्थ अकादमी प्लॉट न. 1, झालाना सांस्थानिक क्षेत्र, जयपुर 302004
- ✓ सिंह, डॉ. एच. एन. (2008) 'भूगोल शिक्षण: विनोद पुस्तक मंदिर डॉ. रागेय राधव मार्ग, आगरा – 2
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- ✓ यादव, प्रो. हीरालाल (2000) 'प्रयोगात्मक भूगोल के आधार' राधा पब्लिकेशन्स, 4378/4ठ अंसारी रोड़ , दरियागंज, नई दिल्ली
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- ✓ Barnard, H.C. Principles and praetice of Geography Teaching , London University, Tutorial press 1953
- ✓ CBSE Books 6 to 12 Geography book (NCERT)
- ✓ Kual, AK- Why and How of geography teaching, Am banu, publication, Srinagar 1983
- ✓ Machee, Teaching of Geography, oxford university, Press Bombay
- ✓ Monk House F.J.- Maps and Diograms
- ✓ Source book for Teaching of Geography, UNESCO publication
- ✓ Verma O.P. and Vedanayagan E.G. Geography teaching, sterling Publishers, New Delhi, 3rd Ed 1987

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

Pedagogy of Social Study

Credit-04

Course Code : B. ED -107-XI

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

6 Period Per week and

External Assessment: 70

Each Period will be 45 Minutes

Course Objectives:-

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

1. To develop an understanding of the nature of Social Study.
2. Understand matters of both content and pedagogy in the teaching of Social Study.

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

UNIT-I:

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

UNIT-II-

- Pedagogical approaches for the teaching of Social Study at different stages of school and Preparation of Lesson plan.
- Teaching aids in the class room teaching of Social Study, need, principles for use of teaching aids, advantages and problems in the use of material aids.
- Social studies library and laboratory need, management and equipments,

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. व्यागी, गुरुसरनदास, (2007–08), "समाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
2. शर्मा, हनुमान सहाय, (2005), "समाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परबुरापुरी, आगरा 282002।
3. पैदा बी.डी, पैदा ए.के, "सामाजिक अध्ययन शिक्षक," आर्य बुक डिपो, करोल बाग नई दिल्ली-11005।
4. तायल बी.बी, (2002), "न्यूकोर्स सामाजिक विज्ञान," आर्य पब्लिकेशन, करोल बाग नई दिल्ली
5. Bedi Yesh Pal, (1980), "social and preventive medicine", Atma ram sons, karmese gate, Delhi
6. Gilby Thomas, (1953), "Between community and society" Longmans, Green and co. London, New York
7. Chitambar J.B, (1987), "Introductory Rural Sociology" Wiley Eastern Limited. New Bangalore
8. Ganguli B.N, (1977), "Social Development" AB/9 Safdarjang Enclave, New Delhi

9. Reddy L. Venkateswara, (2005), “methods of Teaching Rural Sociology” Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

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

Pedagogy of Computer Science

Credit-04

Course Code : B. ED -107-XII

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

UNIT-I:

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

- History and Generations of Computers and their characteristics, Classification and Hardware of computers, Input Output Devices and Block Diagram.
- Significance of Computer Science in the modern time and the advancement in Computer Science Education. Web Browsers: Internet explorer, Mozilla Firefox, Chrome Search Engines: Google, Yahoo etc

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

Practicum/Field Work

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- ✓ Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
- ✓ Christian Crumlish, The ABC's of Internet, BPB Publication, New York, 1998
- ✓ Rejeseakaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- ✓ Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- ✓ Richard Scott., PB Learning Lab Teaches, BPB Publication, New York, 1995.
- ✓ Sanders, D.H., Computers Today, Mc Graw Hill International Edition. 1999.
- ✓ Leon, Internet for Everyone, Vikas Publications, New Delhi, 2000.
- ✓ Suresh, K.B., Computers Today, Galgotia Publication, India, 2005.
- ✓ Desmode W.E., Computers and their Uses, Prentice Hall, India, 1985.
- ✓ Dayton, D.K., Computer Assisted graphics as Instructional Innovatot, 1989.
- ✓ Dauglas S., and Gary Naights., Instructional Software Selection-A guide to
- ✓ Instructional Micro Computer Software, Harrisburge, 1981.
- ✓ Taylor, R .P., Computers in School Tutor, Tool and Tutee, Teachers College Press, New York, 1980.
- ✓ Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- ✓ Bose K Sanjay (1996): Hardware and Software of Personal Computer.
- ✓ Conrad, Kerri (2001): Instructional Design for web – based Training HRD Press.
- ✓ Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT, New Delhi.
- ✓ Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
- ✓ Kumar, Khushvinder and Kumar, Sunil. *Teaching of computer. Gurusar Sadhar*: GBD Publications.

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

Pedagogy of Home Science

Credit-04

Course Code : B. ED -107-XIII

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

UNIT-I:

- Meaning, Aims, objective, concept, scope and Importance of Home Science teaching at different stages of school.
- Home Science teaching in the context of family and group
- Significance of Home Science in the modern school curriculum; the modern concept of Home Science Education and correlation of Home Science with other subjects

UNIT-II-

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

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

UNIT-III-

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

UNIT-IV

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

UNIT-V-

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

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

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

References:-

1. Dars, R.R. and ray binita (1979) “teaching of home Science, sterling publisher pvt. Ltd, New Delhi.
- 2ण षैरी, डॉ. जी.पी. (2008) ‘गृह विज्ञान षिक्षण’ विनोद पुस्तक मंदिर आगरा-2
- 3ण अस्थाना, एस. आर (2007) ‘गृह विज्ञान का अध्यापन’ लक्ष्मीनारायण अग्रवाल प्रकाषन, आगरा

- 4^० सुखिया, एस.पी. (2009) 'गृह विज्ञान शिक्षण' हरियाणा साहित्य अकादमी चण्डीगढ़
- 5^० कुमारी, डॉ विमलेश (2007) 'गृह विज्ञान शिक्षण' डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
- 6^० शर्मा, श्रीमती राजकुमारी व तिवारी श्रीमती अंजना (2006) 'गृह विज्ञान शिक्षण' राधा प्रकाशन मंदिर आगरा
- 7^० दास,आषा व गुप्ता, पूजा (2005) 'गृह विज्ञान' पाठ्यपुस्तक कक्षा 9 'आर्य बुक डिपो, करोल बाग, नई दिल्ली

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

Pedagogy of Commerce

Credit-04

Course Code : B. ED -107-X IV

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

UNIT- I:

- Meaning, Aims, objective, concept and scope of Commerce Teaching at different stages of school.
- Commerce as a separate subject in school curriculum and fundamental principles of Commerce course.
- Significance of Commerce in the modern school curriculum, modern approach towards the teaching of Commerce for economic and socio-economic development and international understanding in terms of Globalisation.

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. Aggarwal, J. C. : Teaching of Commerce.
2. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
- 3rd सिंह, राम पाल (2005), वाणिज्य शिक्षण, अग्रवाल पब्लिकेशन मेरठ।
- 4th शर्मा, बी.एल, (2006), वाणिज्य शिक्षक, आर.एल बुक डिपो मेरठ।
- 5th मितल, डी.डी जैन आर सी(1995), वाणिज्य के मूल तत्व आर्य बुक डिपो नई दिल्ली।
- 6th गुप्ता, ब्रज किशोर (1983), वाणिज्य की आधुनिक रूपरेखा आर्य बुक डिपो- नई दिल्ली।
- 7th शर्मा, योगेश कुमार (2010), बही खाता शिक्षक अग्रवाल पब्लिकेशन आगरा।
- 8th चौपड़ा, आर.एल अग्रवाल, ए.एम, (2014), वाणिज्य शिक्षण स्वाति पब्लिकेशन, जयपुर।

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

Pedagogy of Arts

Credit-04

Course Code : B. ED -107-X V

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Course Objectives:-

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

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

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

UNIT-I:

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

Practicum/Field Work

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

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

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

COURSE 9: ASSESSMENT FOR LEARNING

Credit:04

Course Code- B.ED- 108

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

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

UNIT-I –

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

UNIT-II –

- Process of Assessment & Assessment for further Learning

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

UNIT-III –

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

UNIT-IV–

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

UNIT-V–

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

Field Work / Practicum:-

Development of Achievement test & blueprint

Pedagogy:- Classroom interaction, discussion .

Reference:

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
2. पाल, हसराम एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. पाण्डेय, श्रीधर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, फैजाबाद।
4. शर्मा ज्योति (2009), शैक्षिक मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
- 5- East, Lorna M. 2010. Assessment as learning. Sage Publications.

PRE - INTERNSHIP (SECOND SEMESTER)

Course Code: B. Ed: 109

Total Marks:100

Total credits- 04

(Two week internship in practicing schools)

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

SEMESTER - III

(July to December including exam)

Course Name	Course Code	Hours per week 04	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
Course <i>EPC 2</i> : Drama and Art in Education	B.ED -110	45 Minutes per Day	60	100	30	70	4
School Internship	B.ED-111	Total - 18 weeks (16 weeks school internship + 2 weeks community engagement)		400	150	250	16
Total				500			20
• All the activities related to course EPC-2 will be performed during the School internship period as well as in the respective departments. • All the activities related to course EPC-2 (for 30 & 70 marks) and School Internship (for 150 marks and 250 marks= 400 marks) will be evaluated by one internal examiner and two external examiners.							

Course EPC 2: Drama and Art in Education

(Activity Based)

Credit: 04

Course Code: B. ED- 110

Total Marks: 100

Internal Assessment: 30

External Assessment: 70

Objectives of the course:

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

ACTIVITIES:-

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

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

Pedagogy:- Activities

References

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

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

INTERNSHIP- SEMESTER-III

COURSE CODE- B. Ed -111

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

(Teaching Practice & Practical Work)

Total Marks: 400

Credit:16

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

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

SEMESTER - IV

COURSE OUTLINE FOR SEMESTER –IV

(January –June)

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

Education							
j) Peace Education	B.ED-115-III						
k) Guidance and Counselling	B.ED-115-IV						
l) Distance Education	B.ED-115-V						
m) Environmental Education	B.ED-115-VI						
n) Value Education	B.ED-115-VII						
Course EPC- 3: Critical Understanding of ICT & Course EPC -4: Understanding the Self	B.ED-116 & 117	Do -	60 30X2=60	100 50X2 = 100	30 15X2=30	70 35X2 = 70	04 2X2=4
Total				500			20
• Task, Assignments, Field work and Practicum for course -6, 8, 10 and 11 and all the activities related to course EPC-3 & EPC-4 will be evaluated by one internal and one external examiner also. • Co curricular activities Prayer, Yoga, Meditation and Celebration, of important National & International days etc							
Grand total (credits) Semester-I to Semester-IV				2000			80

Course 6: Gender, School and Society

Course Code: B.ED -112

Credit: 04

Total Marks: 100

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks :70

Objectives of the Course:

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

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

UNIT-I-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

Pedagogy:- Classroom interaction, group discussion and seminar,

References

1. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
2. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
3. GOI (1986). National policy of education. GOI.
4. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
5. Menon, N. (2012). Seeing like a feminist. India: Penguin.

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

Course 8: Knowledge and Curriculum

Course Code: B.ED- 113

Credit: 04

Total Marks: 100

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks : 70

Objectives of the Course:

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

Objectives of the Course:

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

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

UNIT-I:

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

UNIT-II:–

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

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

UNIT-III:–

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

UNIT-IV:–

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

UNIT-V:–

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

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

Reference

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

3. Pathak, A (2013). Social implications of schooling: knowledge pedagogy and consciousness. Aakar books.
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5. लाल रमन बिहारी, शैक्षिक चिन्तन एवं प्रयाग , आर० लाल बुक डिपो मेरठ
6. लाल रमन बिहारी, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन, मेरठ
7. आडे , एल.के. : शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
8. रुहलो, एस.पी. : शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।
9. माथुर, एस.एस., शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।
10. पाण्डेय, रामशक्ल : शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि : अग्रवाल पब्लिकेशन, आगरा।
11. Anand, C.L. et. Al (Eds) 1983: The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
12. Ruhela, S.P.; Philosophical and Sociological foundation of Education, Agarwal public. Agra.
13. Chaubey, S.P; Philosophical and sociological foundation of Education, Agrawal publication, Agra.
14. Mathur, S.S; A Sociological approach to Indian Education, Agrawal Publication, Agra.
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COURSE 10: CREATING AN INCLUSIVE SCHOOL

Course Code:- B.Ed-114

Credit:04

Total Marks: 100

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks :70

Objectives of the Course:

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

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

UNIT-I-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

References

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

5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. GOI (1986). National policy of education. GOI.
8. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
9. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
10. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

COURSE 11: OPTIONAL COURSES (COURSE CODE-B.ED-115)

(ANY ONE OF THE FOLLOWING)

VOCATIONAL /WORK EDUCATION

(Course Code-B.ED-115-I)

Credit: 04

Total Marks: 100

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks :70

Objectives of the Course:

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

1. Explain the objectives and meaning of Vocational education.
2. Differentiate basic education, craft education and work experience.
3. Discuss various policies in relation to Vocational education.
4. Describe National Skills Qualification Framework and Industry school linkage
5. Comprehend Entrepreneurship and its importance.
6. Discuss New trends and development in Vocational education

UNIT-I-

- Vocational education – Meaning, objectives and importance,
- Concept of basic education, craft education, work experience, Streams of Vocational education, progress and present status.
- Socially useful productive work (SUPW), work education, pre vocational education and skill development.

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

Field Work / Practicum: Prepare a Report on NSQF,

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

References — Reports of different committees and commissions

COURSES-11 - OPTIONAL COURSE

Health and Physical Education

(Course Code- 115-II)

Credit: 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Marks :30

External Marks :70

Objectives of the Course:

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

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

UNIT-I-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

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

References

1. Thomas, J.P. : Organization of Physical Education Madras Y.M.C.A.
2. Sharma, J .R. Principles of Physical Education.
3. Tirunarayan, O. and Harisharan S. Methods in Physical Education A.C.P.E. Karakaikudi-4
4. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
5. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
6. हरिकिशन शर्मा : विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, 1333 वैरवाड़ा, नई सड़क दिल्ली-6
7. जी.पी. शैरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

PEACE EDUCATION

(COURSE CODE-115-III)

Credit:- 04

Total Marks: 100

Internal Marks :30

Contact Hours: 4 Hours per Week

External Marks :70

Objectives of the Course:

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

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

UNIT-I-

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

UNIT-II-

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

UNIT-III-

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

UNIT-IV-

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

UNIT-V-

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

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

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

References

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

GUIDANCE AND COUNSELLING

(Course Code:115-IV)

Credit: 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Marks: 30

External Marks: 70

Objectives of the Course:

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

1. Understand the concepts of guidance and Counselling.
2. Comprehend the educational, vocational and personal guidance.
3. Explain the Process and Strategies of guidance and counselling services.
4. Describe Career Development, influencing factors, Career information services.
5. Understand the Basic Statistics in Guidance and Counselling.

UNIT-I-

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

UNIT-II-

- Educational Guidance: agencies of guidance – national & state level
- guidance and curriculum
- guidance and class room learning

UNIT-III-

- Guidance of children with special needs
- Guidance of the gifted and creative students
- Role of teacher in Guidance

UNIT-IV-

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

UNIT-V-

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

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

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

Reference

1. Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
2. Singh, Y.K. 2007. Guidance and Career Counselling. APH Publishing New Delhi.
3. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
4. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
- 5^० भटनागर, सुरेश एवं वर्मा, रामपाल. 2012 वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाशन
- 6^० उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम 2014, शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन

DISTANCE EDUCATION

Course Code: B.ED-115-V

Credit:04

Total Marks: 100

Internal Marks: 30

Contact Hours: 4 Hours per Week

External Marks: 70

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

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

UNIT-I-

- **Distance Education:** Concept of ODL, history of distance education
- Distance education as a discipline
- Perspective & Future perspective of ODL.

UNIT-II-

- Open education and correspondence
- National and state agencies
- DEC, Resource Centres and Regional and Study Centres: Role and responsibilities

UNIT-III-

- Teaching strategies of distance education
- Communication strategies
- Educational broadcast

UNIT-IV-

- Institutional Planning: at school level.
- Support system of distance education
- ICT, Self learning material, E-learning, Blended learning.

UNIT-V-

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

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

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

References:-

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

ENVIRONMENTAL EDUCATION

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

Credit: 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Marks :30

External Marks :70

Course Objectives:-

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

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

UNIT – I:

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

UNIT – II:

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

Unit-III

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

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

Unit-IV

- Environmental Management- Meaning, concept, and importance
- Role of local bodies in Environmental Management
- Disasters & Disaster Management

Unit-V

- Disciplinary and Multidisciplinary approach of EVS.
- Traditional knowledge and bio-diversity conservation
- Role of media and ecotourism in creating environmental awareness.

Field Work / Practicum:-

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

Pedagogy:- Debates, Discussion, Seminar and Interaction.

Reference

1. Bahuguna, Sundarlal (1996): Dharti ki Pukar, Radhakrishna Publication, Delhi.
2. Goel, M.K. (2006): Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
3. Kaushik,A. and Kaushik, C.P.(2004): Perspectives in Environmental studies,New Age International(P) Ltd. Publishers, New Delhi
4. NCERT (2004): Environmental Education in Schools, NCERT, New Delhi, Pp.112.
5. NCERT (2011): Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
6. Ram,P.S. and Singh,R.(2013): Paryawaran Shiksha ke ubharate aayam, Allahabad: Sharda Pustak Bhawan.
7. Ramakrishnan, P.S.(2001): Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198.

8. Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia,A.(2008): Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
9. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).: Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi,pp.278.
10. Sharma,P.D.(2001).:Ecology And Environment, Rajson Printers,New Delhi,pp660.
11. Shukla, C.S.(2007): Paryavaran Shiksha, Alok Prakashan, Lucknow, Pp.311.
12. Singh, S.K.(2006) Environmental Education , Sapna Ashok Prakashan , Varanasi,Pp.176
13. Singh, S.K.(2008): Environmental Education and Ethics , Amrit Prakashan , Varanasi,Pp.11
14. Singh, S.K.(2010): Fundamentals of Environmental Education , Sharda Pustak Bhawan , Allahabad ,Pp.175

VALUE EDUCATION

(Course Code: 115- VII)

Credit: 04

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Marks :30

External Marks :70

Course Objectives:-

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

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

UNIT –I-

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

UNIT-II -

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

UNIT-III –

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

UNIT –IV-

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

UNIT –V-

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

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

References

1. Bhatt, S.R. (1986). Knowledge, Value and Education: An Axionoetic Analysis. Delhi:
2. Gian Pub. Josta, Hari Ram (1991). Spiritual Values and Education. Ambala: Associated Press.
3. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala Cantt: Associated Pub.
4. Kulshrestha, S.P. (1979). Emerging Value-pattern of Teachers and New Trends of Education in India. New Delhi: Light & Life Publishers.
5. Reddy, V. Narayan Karan (1979). Men Education and Values. New Delhi: B.R. Pub. Corp.
6. Ronald, King (1969). Values and Involvement in Grammar School. London: Routledge.
7. Sharma, S. R. (Ed.) (1999). Teaching of Moral Education. New Delhi: Cosmos, Pub.
8. Singh, Samporn (1979). Human Values. Jodhpur: Faith Pub.

COURSE EPC- 3 : CRITICAL UNDERSTANDING OF ICT

Course Code: B.ED- 116

Credit: 02

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 15

External Assessment: 35

Objectives of the Course:

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

ACTIVITIES:-

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

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

References

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



COURSE EPC 4: UNDERSTANDING THE SELF

Course Code: B.ED- 117

Credit: 02

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 15

External Assessment: 35

Objectives of the Course:

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

ACTIVITIES:-

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

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

Pedagogy:- Activity, Debate and Discussion etc.

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