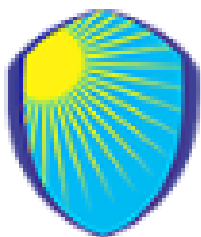*Syllabi for*

BACHELOR OF EDUCATION (B. Ed.)

Two- Years Regular Programme

As per NCTE Framework 2014 Regulation

w. e. f. August, 2017

JIMS SCHOOL OF EDUCATION

JAGANNATH UNIVERSITY

BAHADURGARH, NCR, HARYANA

Bachelor of Education) B.Ed.

SEMESTER-I

Course Title: Childhood and Growing Up   **Credits: 4**
 Code: BED101   **Ext. 70 (Marks)**
         Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

- To familiarize student- teachers about the conceptions about child and childhood (Specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

COURSE CONTENT:

UNIT-I: Childhood and Development

- Concept, Difference between Growth and Development, Principles of Growth & Development
- Stages of Growth and development from Childhood and Adolescence (Physical, Cognitive, Social &

Moral)

- Theories of Growth and Development (with reference to the influence of childhood experiences on later

Personality)

(a) Freud's Theory of Psycho-sexual development
(b) Jean Piaget's theory of Cognitive Development
(c) Erickson's theory of Psycho Social Development
(d) Kohlberg's Theory of Moral Development

- Individual differences in growth & development
- Emotions: Meaning, development and functions of emotions.
- Gender Roles: Influences on Gender roles, Stereotypes experienced in Home , School, Neighbourhood(Including playground)

Unit-II: Intelligence

- Intelligence: Nature, Scope and relative role of Heredity and Environment in the development of Intelligence.
- Theories of Intelligence

(a) Spearman's Two Factor theory
(b) Guilford's Factor Analytical Theory
(c) Sternberg's Theory of Intelligence
(d) Gardner's Theory of Multiple Intelligence

• Intelligence testing- Verbal/Non Verbal, Uses of intelligence tests

Unit- III: Creativity
• Concept of creativity , difference between creativity and intelligence ,Identification of Creative Children
• Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz.
•
• Play: Meaning, Characteristics and kinds of play, Role of play on physical, social, emotional & cognitive development of child.

Unit-IV: Socialization Agencies and the Child

• Concept of childhood in the context of Poverty, Globalization and Adult Culture.
• Multiple childhoods with particular reference to the Indian context.
• Agencies of Socialization: Role of Family, Parents, School & Society.
• Gender competition & cooperation, competition and conflict; Aggression and bullying from Early childhood to Adolescence
• Social, Economic and Cultural Differences in Socialization: Implications for Inclusion

Childhood: Issues and Concerns.

• Social Issues: Counselling of Children (increasing loneliness, changing family structures)
• Health Concerns: Child Abuse, Drug addiction, Child Obesity & their Remedial measures through Sports &Yoga
• Schemes and program of GOI for Gender Equity and Equality in Education

Practical Assignments/Field Engagement:

• Administer any one of the following Psychological Tests and Prepare a report on it:
• Intelligence Test
• Creativity Test
• Student's teachers to collect about ten newspaper articles that involve issues of Parenting and childhood analyze these and hold discussions.
• Studying Children and prepare a detailed Case Study of a child.
• Any other task/assignment given by the university school of education

Suggested Readings:

- Johnson &Medinnus: Child Psychology –Behavior& Development, WileyInternational Editor12
- Thompson , George G : Child Psychology: Growth Trends in Psychological Adjustment--The Times Of India Press Bombay
- AggarwalJ.C.   :Child   Development   &The   Process   of   Learning   --ShipraPublicationVikasMargShakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company,New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication TilakNagarJaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , NewDelhi
- Siddiqui,MujibulHasan--   Early   Childhood   Education--   APH   Publishing CorporationDaryaGanj , New Delhi
- S.N.   Reddy ,Reddy   G.   Narayana : Managing   Childhood   Problems—KanishkaPublication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India,Private

Limited New Delhi

- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication &distributors , Rajouri Garden NewDelhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill PublishingCompany New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. GrawHillPublishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand Book of Research on School ,Schooling AndHuman development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company, NewYork
- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.(1968) The Genetic Determination Of Intelligence, Bulletin of BritishPsychological Society, 21,11_18
- Garbarino ,J,(1982)Chidren and Families in the social Environment ,Aldine deGruyter:New York
- Terman, Lewis M.,and Merrill M. The Stanford-Binnet Scales for measuringIntelligence, Mc. Graw Hill BookCo. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,(1958)Theory   and   Problem   of   Child   Development,   New YorkGrune&Stratlon Inc.
- Montagu ,A The Direction of Human Development .New York :Harper &RowPublishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt – Rinchart AND

Winston,New York

- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction toPsycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence PerspectiveandProspects.NewYork:Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C

SEMESTER-I

Course Title: Philosophical Foundation of Education   **Credits: 4**

 COURSE CODE: B.ED102   **Ext. 70 (Marks)**
                                                       Int. 30 (marks)

OBJECTIVES OF THE COURSE:
- To gain an understanding of the concept, meaning, aims and functions of Education

- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- To appreciate the need and relevance of the course in being a humane teacher

COURSE CONTENT:

Unit I: Education: Meaning and Function:
- Concept, Meaning, Aims and Functions of Education
- Agencies of education-Home, School, Society, National literacy Mission, Mass Media
- Education and its related concepts – Training, Instruction , Teaching and Indoctrination
- Education as Character development and Preparation for Life(In the light of the Ideas of Swami Vivekananda and John Dewey)
- Education as a tool for propagation of Culture.

Unit II: Thoughts of Thinkers on Education and it's Practice

- Relevance of educational thoughts of Indian and Western thinkers to the present Education system(To deliberate upon Aims of and functions of Education, Pedagogy ,Pedagogical Practices in the Classroom, Teacher- Student Relationship and Essential Values and Qualities needed in a Teacher to Prepare a Child for Life)
- Indian: M.K Gandhi, Rabindranath Tagore, AurobindoGhosh, JidduKrishnamurti
- Western: Plato, Rousseau

Unit III: Education and Socio-Cultural Context

- Education as an instrument of social change; Influence of education on society, family and their practices
- Socio-cultural influences on the aims and organization of education (in the context of Sanskritisation,   \Industrialization and Modernization.
- Education and Culture: Acculturation and Enculturation
- Emerging trends in the Indian Context: Globalization, Internationalization and Privatization of Education:
Positive and Negative Impact

Unit IV: Issues and Concerns in Education

- Major recommendations of Secondary Education Commission(1952-1953); Indian
- Education Commission (1964-66)
- NCF-2005, NCF-2009
  (a)Constitutional provisions of India in relation to Education
  (b) Fundamental Rights and Duties, Directive Principles of state Policy.

(c) Measures to promote equality of opportunities through Educational program for special groups, socially disadvantaged and women.
- Democracy, Socialism and Secularism: Concept and Practice in Schools
- National and Emotional Integration in the Indian Context: Concept and Need for National integration, barriers/problems in national integration

Practical Assignments/ Field Engagement:
- Implementation of the provisions of RTE (Right to Education): An observational study to look at the Ground Realities in the Schools in the neighbourhood
- Critical Analysis of SSA&RMSA
- Challenges of pluralistic education in the contexts of conflict
- Any other task/assignment given by the university school of education

SUGGESTED READINGS:

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society,NCERT, New Delhi.
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the
- International Commission on Education for Twenty-first Century, UNESCO.
- Dewey J. (1952) Experience in Education, Collier Macmillan.Dewey J (1966) Democracy in Education, New York, Macmillan.
- Krishnamurthi, J Education and the Significance of life, KFI Publications.
- Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.

<u>SEMESTER-I</u>

Course Title: Language across the Curriculum   Credits: 2

Course Code: Code: BED103   Ext. 70 (Marks)
                                                             Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

- To enable student-teacher to understand the nature and structure of language
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.

- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

COURSE CONTENT:

Unit I: Language and Communication

- Language as a tool of Communication: Features, Structure, Functions and importance of Language
- Language Diversity in the context of India
- Multilingualism: Nature ,Scope and as a resource
- Communication: Principles, process and types

Unit II: Acquisition of Language skills

- Acquisition of the Four Language Skills
  (a) Listening and Speaking Skills: Meaning, Principles, Benefits, Importance, Types, Problems and Activities forits acquisition, Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
  (b) Reading and Writing: Meaning and Mechanism, Relationship between Reading and Writing, Oral and silentReading of Expository Texts: Strategic; Comprehension; Pre-Reading and Post Reading activities.
- Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal(emphasis on the letters which the teachers write in schools)

Unit-III Development of Language

- Human and Animal Communication
- Perspectives in Language Development (with reference to how children acquire language at early age) Nativist Chomskian Perspective.
- Relationship of Language and Society

Unit-IV Language and Curriculum Transaction

- Bilingual or Trilingual Children: Implications for teachers
- Multilingual Classroom: Challenges and Strategies to Cater to Diversity
- Nature of Multilingualism:
  a) Differences in Communication,

  b) Hierarchical status of Indian Languages and its effect on classroom dynamics

  c) Qualities and Competences of a Teacher to cater to a multilingual classroom.

Practical Assignments/Field Engagement:

- The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in English and Hindiwith the support of assistive devices in the Language Laboratory under the guidance of Faculty Mentors.

- Participation in two Extempore Presentations, one Debate, one Paragraph writing and One application

- Writing.(To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)

SUGGESTED READINGS:

- Agnihotri, R.K. &Khanna, A.L. (eds.) (1994). *Second language acquisition*.NewDelhi:Sage Publications.
- Agnihotri, R.K. (1999). Bachchonkibhashaaseekhnekikshamata, bhag 1 or2.*ShakshikSandarbh*. Bhopal: Eklavya (p.p??).
- Agnihotri, R.K. (2007). *Hindi: An essential grammar.* London: Routledge
- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in* multiliguality.InternationalMulilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanthsamvaad,* New Delhi: Shilalekh
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. NewYork:Primary English Teaching Association Cornell University.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.Pergamon Press Inc.
- Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National BookTrust.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early ChildhoodYears.
- Applying a Vygotskian Model of Learning and Development in B. Spodek(Ed.)Handbook of Research on the Education of Young Children, New York:Macmillan.137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.Reading Development Cell, NCERT (2008). *Reading for meaning.* New Delhi:NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? LanguageArts. 57(4).
- Yule, G. (2006). *The study of language.* Delhi: Cambridge University Press.

<u>SEMESTER-I</u>

Title: Understanding Disciplines and Subjects **Credits: 2**

Course Code: B.Ed104 **Ext. 70 (Marks)**

Int. 30 (Marks)

OBJECTIVES OF THE COURSE

- To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ)etc
- To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.

COURSE CONTENT:

Unit I: Structure of Disciplines

- Disciplinary Knowledge and Interdisciplinary Knowledge: Nature ,Scope , Need and Difference
- Disciplinary streams: Science, Arts, Humanities and Social Science; their historical origins and evolution.

- Curriculum: Concept, Principles of curriculum construction

Unit II: Understanding the Disciplines and School Subjects
- Nature, importance and historical perspective of Science, Social Science, Mathematicsand Languages
- Changes in school subjects in terms of social, political and intellectual context
- Philosophical views in different disciplines by John Dewey & Krishna Murthy in moderncontext

Unit III: Learner and their Contexts
- Interface between Knowledge, Subjects ,Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children's Thinking
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

Unit IV: Pedagogic Practice and the Process of Learning
- Critical understanding of standardized pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- Different disciplinary practices : Relevance, Scope and Process

Practical Assignments/Field Engagement (Records to be maintained)
- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements
- Developing concept maps to design subject-based and thematic-based curriculum materials
- Observing, documenting and interpreting classroom discourse (teaching-learning episodes)

SUGGESTED READINGS:

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges.* New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education.* Cambridge: Harvard University Press,2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed.* School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education.* 3(1), 93-101.
- Holt, J. (1990). *Learning All the Time.* New York: Addison-Wesley Publishing Co.

Course: Critical Understanding of ICT   **Credits: 4**
Course Code: BED 105   **Ext. 70 (Marks)**

                                                      Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

COURSE CONTENT:

Unit-I: ICT: Connecting with World

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.

- Search and Retrieval: Strategies and Techniques

- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.

- Computing in Indian Languages – Fonts and Keyboard
- Using ICT to Create-Text, Data, Media
- Combining text, Graphics and Audiovisuals to create a Communication.
- Web as a space for continuous learning.

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

(a) ICT for Supporting Teaching-Learning and Inclusive Education

- Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
- Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use
- ICT – based teaching-learning approaches in schools
- Educational Applications of ICT using appropriate hardware and software: Hardware :(CD/DVD, Projectors, Interactive boards etc. Software :(Single and multiple media, animations and simulations.
- Gaming Environments for Education – Range and Scope.
- Infusing games into Teaching –Learning and Creating appropriate Classroom environments ,Evaluating Games and Gaming Environments
- Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment
- Assistive Technologies and Devices to foster Inclusion
- Computing in Indian Languages to foster Inclusion

(a) Social ,Ethical and Legal aspects:
- Impact of ICT on Work, Socialising and Other Areas
- Cyber Crimes: Concerns and Implications ,Software Piracy and Legal Remedies, Plagiarism and Fair Use
- Proprietary and Open Source Software;
- Licencing of Software and Content, OER
- Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.
- Indian Initiatives in Open Source Software and Sharing of Digital Content

Unit-III: ICT for Evaluation, Documentation and Communication

(a) ICT for Evaluation:

- ICT :Scope and Techniques for Evaluation

- Exploring and using appropriate Software tools for Evaluation
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.

(b) Documentation and Communication

- Documenting and Communicating events and processes using ICT:Tools and Techniques
- Digital Story Telling and Storyboarding
- Publishing on the Web: Possibilities and Scope ;Evaluating Choices

Unit-IV: ICT for Building Communities, Collectivising and Administration &Management of an Institution:

(a) Building Communities and Collectives:
- Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
- Sharing thoughts and Ideas :Blogs, Social networking Websites, Discussion forums and Mailing lists
- Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools :Collection, Analysis and Interpretation
- UDISE :State and National Level Databases in Education

Practicals (Entailing Hands on Experience Individually)

- Explore different sources of Data, read and make meaning using MS Excel.
- Combining text graphic and audio visuals in developing a digital story.
- Analysing a Lesson, Identifying the need for ICT; Selecting Appropriate resources
- Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it
- Creating a discussion forum around an uploaded content in teaching-learning .
- Creating a Peer Network using Social Networking Platforms
- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations
- Creating a e portfolio based on the above practicals and engaging in peer evaluation of the same before online submission to the faculty mentor.

SUGGESTED READINGS:

Guide to measuring Information and Communication Technologies in Education.

(2009). Canada: UNESCO Institute for Statistics. Retrieved from:
http://www.uis.unesco.org

Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005).
Teacher.s technology handbook: A resource to support effective technology integration. Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.

Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction.*New Directions for Teaching and Learning.*Number 89. 55-71..

· Morrison, G.R., Lowther, D.L. &Demeulle L. (1999). *Integrating Computer Technology into the Classroom.*United States of America: Merrill (Prentice Hall)

· Moursund, D. (2005). *Introduction to Information and Communication Technology in Education.* Retrieved from website of University of Oregon: www.uoregon.edu

· National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy.Ministry of HRD, GOI. Retrieved from:
http://mhrd.gov.in/ict_school

· Rajasekar, S. (2010). *Computers in Education.* ND: Neelkamal Publications Pvt. Ltd.

Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

· *ShikshaMein Computer*(2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in

<u>SEMESTER-I</u>

Course Title: School Organization and Management   **Credits: 2**

Course Code: BED106   **Ext. 70 (Marks)**

                                                                    Int.30 (Marks)

OBJECTIVES OF THE COURSE:

- To enable the student-teachers to understand the concept of Educational Administration
- To develop an understanding about various components of school Administration
- To develop an understanding of leadership qualities and the different school personnel like headmaster, teacher
- etc.
- To orient students with the concept of supervision and decision making
- To acquaint the students with specific problems of school management.

COURSE CONTENT:

Unit I: Administration of Schools
- Concept, Principles, Scope and Functions of Educational Administration
- Educational Administration and their Advantages and Disadvantages
- Role of Head in a School as a Transformative Leader

- Organizational Culture in a School for stress free environment

Unit II: School as an Organization
- The School – its functions and relationship with the society
- School building: Design and Components
- Roles of Headmaster, Teachers & Non-Teaching Staff
- School Budget

Unit III Dynamics of Supervision
- Supervision: Concept, Need, Functions and Scope
- Difference between Supervision & Inspection
- Role of the Head and Teachers in Supervision
- Role of School Management Committees (SMCs), & Parent Teacher Associations (PTAs) in School   Development
- Decision Making: Concept and Procedure

Unit IV: Elements of School Management
- CCA- Meaning, importance, types and principles of organizing CCA, Organizing morning assembly, field trips,
- debate and discussion and dramatics
- School management- concept, need, nature, scope and function
- Classroom management- concepts, principles, problems and solutions
- Maintenance of school records- need and importance, advantages and types
- Time table- principles and techniques of time table preparation

Practical Assignments/Field Engagement:
- Construction of Time Table of a school
- Observation of School Register

SUGGESTED READINGS:
- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc.,Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An
- Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot,Meerut,
- Safaya, R.N. and Shaida,B.D.(2000) : School Administration and Organization.DhanpatRai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

SEMESTER-I

Course Title: Understanding the Self   **Credits: 2**

Course Code: BED141   **MM: 100**

SPECIFIC OBJECTIVES

- To help student- teachers develop life skills to understand self

- To develop the capacity for sensitivity, sound communication and ways to establish peace and harmony

- To develop the capacity to facilitate personal growth and social skills in their own students

- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations

- To synthesize their experiences and learning over a period of time

- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

<div align="center">

COURSE CONTENT:

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Unit I: *Journal Writing*

- Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:

  a) short reflective accounts of significant life experiences
  b) observations of life situations that evoke questions and responses
  c) questions on education, learning and teaching that he/she is facing

  - The Journal should be periodically shared (once may be undertaken in a week) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Unit II: *Writing Tasks*

- Writing an 'Educational autobiography' with respect to their experience as a learner till now

- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after 4 months in the course)

Unit III: Workshop 1: *A significant event or experience in life* Suggested workshop themes

- Representing key events and experiences – as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media.

- Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: *Learning to Observe (and to Listen)*

Suggested workshop themes

- Observation of nature; observation of people around you; observation of (and listening to) situations around you.
- Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: *Mindfulness in the classroom*

Suggested workshop themes

- Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose)
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness
- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and Emotional Well-being
- Mindfulness and Decision-Making
- Mindfulness in Cognitive Learning

Unit IV: Workshop 4: *Understanding working in groups*

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation such as participation in games
- Exploring hierarchies and role-taking in group situations
- Exploring Gender Stereotypes in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups (*Modes of Transaction would include 'role-plays' and 'enactments' followed by discussions)*

Workshop 5: *Viewing and analysing film(s)*

Suggested workshop themes

- Purposive film viewing
- Ways of analysing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film
- Writing a film review

Workshop 6: *Celebration of an iconic cultural figure (any three)* (e.g. Kabir/Tagore/ Veer Sarvarkar /Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai*

Suggested workshop themes

- Authentic performance by a practitioner who is continuing the Legacy
- Participation in learning and celebrating (in appropriate media) Documentary Film

- Discussion of cultural world-view and contemporary relevance of the Icon
- Writing based on the above

Seminar 1: *Glimpses of different childhoods in India*

Format: Student-teachers present, via different media-narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion.

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation.

- Student -Teachers to develop then, own digital stories on the theme of: Journey towards understanding self-integrating text, graphics and audio-visuals.

**The activities undertaken to be documented in the form of an e portfolio for external evaluation.*

SEMESTER-I

Course Title: Drama and Art in Education   Credits: 2

Course Code: BED142   MM: 100

OBJECTIVES OF THE COURSE:

- To develop basic understanding of different Art forms – impact of Art forms on the human mind

- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression

- To develop skills for integrating different Art forms across school curriculum at secondary level

- To create awareness of the rich cultural heritage, artists and artisans

<div align="center"><u>COURSE CONTENT:</u></div>

Unit I: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.

- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.

- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.

- Viewing/listening to live and recorded performances of Classical and Regional Art forms

- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.

- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)

- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)

- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose

- Indian festivals and its Artistic significance.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners

- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Practical Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Approach for Teaching–learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.

- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous motivation. Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which need to be

taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.

- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student –teachers engages in the same including their reflection on the experience.

SEMESTER-I

Course Title: PSE   Credits: 2

Course Code: BED143   MM: 100

PRELIMINARY SCHOOL ENGAGEMENT (PSE-1) (2WEEKS)

1. Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the pupil teachers.

2. Reflection on roles, duties and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.

3. The Pupil- teacher shall also undertake the field activities pertaining to the practical during this period.

Bachelor of Education) B.Ed.

SEMESTER-II

Course Title: Learning and Teaching   **Credits: 4**
Code: BED-201   **Ext. 70 (Marks)**
                                                          Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

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

COURSE CONTENT:

Unit I: Development and Learning

- Learning and Teaching –Nature, Scope and Relationship of teaching and learning
- Relationship between Development and Learning
- Factors affecting Development and Learning: physical, Socio-cultural, Economic, Ecological and Technological.
- Dimensions of Individual development: Physical, Cognitive, Affective, Social and moral their interrelationships and implications for teachers (Piaget, Erikson and Kohlberg).
- Motivation-Meaning and types, Role of a teacher in motivating students

Unit II Theoretical Perspectives on Learning

- Meaning of 'Cognition' and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning
- Understanding processes that facilitate 'Construction of Knowledge':
- Approaches to Learning:
  (a) Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
  (b) Theories of Learning (Concepts, Principles and applicability in different learning situations): -   Thorndike, Pavlov, Skinner, Kohler, Vygotsky

Unit – III Personality and Adjustment
- Personality –nature and factors affecting Personality
- Theories of Personality: Type Approach; Trait Approach; Type cum Trait Approach; Psychoanalytic Approach (Freud, Adler); Humanistic Approach (Maslow, Roger); Learning Approach (Bandura)
- Meaning, nature and areas of Adjustment – (in the context of teaching and learning)
- Adjustment as Achievement
- Methods of Adjustment
- Characteristics of a Well Adjusted Person

Unit – IV Teaching

- Reflection on Teaching:

- Relationship between Teacher and Learner, Teaching as a profession
- Role of teacher in teaching learning situations-transmitter of knowledge, model, facilitator, negotiator and co learner.
- Code of Ethics in Teaching Profession, Professional growth
- In-Service and Pre- Service teacher training

Practical Assignments / Field Engagements:
• Administration, scoring and interpretation of any two of the following test:
  1) Personality test
  2) Teaching attitude Inventory
  3) Learning style Inventory

Suggested Readings:
· Bettelheim, B. (1987). The Importance of Play.*The Atlantic Monthly,* March.
· Bodrova, E. and Deborath J. Leong (1996). *Tools of the Mind.*New Jersey: Merrill Chapter 3: The Vygotskian
  Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
  Bachelor of Education
·Bodrova, E. and Leong, D. (1996). *Tools of the Mind.*New Jersey: Merrill. Chapter 1:Introduction to the
 Vygotskian Approach. Chapter 2: Acquiring Mental Tools andHigher Mental Functions, Chapter 3: The
 Vygotskian Framework and Other Theoriesof Development and Learning, Chapter 4: The Zone of Proximal
 Development.
· Cox M. (2005). *The Pictorial World of the Child.* New York: Cambridge University Press.
· Crain, W. (1992). *Theories of Development: Concepts and Applications.* (3rd Edition).New Jersey: Prentice
  Hall. Chapter 7: Kohlberg's Stages of Moral and Development,Chapter 8: Learning Theory: Pavlov, Watson,
  and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter
  12:Erikson and the Eight Stages of Life.
· Elkind, D. (1976). *Child Development and Education.*Oxford University Press.
· Erikson, Eric, H. (1972). *Play and Development.*New York: W.W. Norton.
· Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences.* London: Paladin Books.
· Garvey, C. (1990). *Play.*Cambridge: Harvard University Press.
· Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality.
  Harvard Educational Review, 47 (4), 481-517.
· Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student handbook.* New York: Taylor &
  Francis. Chapter 7: The beginnings of LanguageDevelopment, Chapter 10: Social Development in Pre-school
  Years, Chapter 14:Social Development in the School Years.
· Hergerhahn, B.R.(1976).An Introduction to Theories of Learning,Englewood Cliffs ,NJ:Prentice Hall.
· Holt, J. (1967). *How Children Learn.* London: Penguin.

· Lefrancois, G. (1991). *Psychology for Teaching.* Wadsworth Publishing Co. Chapter 1:Psychology for
  teaching, Chapter 5: Thinking and remembering, Chapter 8:Intelligence and creativity.
· Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida:
  Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: MoralDevelopment, 117-146; Chapter 10:
  Emotions,Learning and Emotional Health, 222-253.
· Mangal, S.K(1997)Advanced Educational Psychology; New Delhi :Prentice Hall of India
· Piaget J. (1997). Development and Learning.In Gauvian, M. and M. Cole. (eds.)
  *Readings on the Development of Children.*New York: W. H. Freeman

Bachelor of Education) B.Ed.

SEMESTER-II

Course Title: Historical Sociological Foundation of Education   **Credits: 4**
Code: BED-202   **Ext. 70 (Marks)**
       Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

- To enable student teachers to understand the importance of policies & programs during pre & post-independence era.
- Comprehend the system of Indian education.
- Analyze the forces affecting the education system.
- Critically examine the issues and concerns of education in the socio-cultural context in India.
- Sensitize with the cause & effects of social evils
- Inculcation of sensitivity & values in education.
- Develop vision for future of Indian education.

COURSE CONTENT:

Unit-I: Historical development of Indian Education

- Pre-Independence Development in Indian education
    - Pre-British Period (Vedic, Buddhist, Muslim)
    - Prominent Characteristics of Education in India During Colonial Period (special reference to Anglicist- Oriental Controversy, Downward Filtration Theory & Basic Education)

- Post- Independence Developments in Indian Education
    - Constitutional provisions Of Education

    - Kothari Commission(1964-66)
    - NPE 86 & POA 92
    - Yashpal Committee
    - Knowledge Commission
    - RTE 2009

Unit-II: Contemporary development of Indian Education

- System Of Indian Education
    - UEE
    - USE (RMSA)
    - Higher Education (RUSA)

- Issues of Indian Education
    - Vocationalisation of Education (Skill Development)
    - Decentralization of Educational Administration (Administrative Hierarchy)
    - Autonomy & Accountability in Higher Education
    - Student Unrest (Special reference to Lingdoh Committee Report)

- Agencies Of Indian Education
    - UGC

    - NCERT
    - NCTE
    - NAAC
    - CBSE
    - RCI(Rehabilitation Council of India)

Unit-III: Education & Socio-Cultural Context

- Relationship between Society & Education
- Social Process: Socialization, Social Stratification, Social Change, Social mobility
- Education as an instrument of social Change, Influence of education on Society, Family & their practices.
- Education & Culture: Analysis of the concepts of Cultural Lag, Cultural Conflict, cultural Pluralism, Ambivalence, Cultural Tolerance, Acculturation & Enculturation
- Socio-Cultural influences on the aims & organization of education (in context of sanskritisation, Industralisation & Modernisation)

Unit-IV: Social Issues in Education

- Values in Education: Causes of Value Degeneration. Methods & Techniques of value inculcation (Classroom Context)
- Democracy, Socialism & Secularism: Concept & Practices in Schools.
- Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.
- Sensitization towards Social Evils (Inequality and Social Exclusion on basis of Class, Caste, Gender & Religion).
- Teacher & Society: A Critical Appraisal of the status of a Teacher in Indian Society.

Practical Assignments / Field Engagements

- The students will be engaged in community work wherein they would study the role of education in schools in reproducing dominance & challenges Marginalization with reference to Class, Caste, Gender & Religion and look at the prevailing in equality and social exclusion. They are expected to prepare a report on the same.

Suggested Readings:

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society,NCERT, New Delhi.
- Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi. - Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi.

- Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta –

- Chandra, B. (2005). Modern India. Newdelhi. NCERT

- Dash, M. (2000). Education in India: Problems and Perspectives. Newdelhi: Atlantic

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi. Government of India (GoI) (1986/92).

- New Education Policy, MHRD: New Delhi.
- Gore M.S. (1994). Indian Education – Structure and Process.Macmillon: Delhi.. New
- Delhi: Rawat Pub.

- Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd. Jagannath Mohanty (1998). Jayapalan,N.Modern Trends in Indian Education. Hyderabad: Neelkamal Publication. New Delhi: Deep and Deep

- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the

- International Commission on Education for Twenty-first Century, UNESCO.
- Dewey, John. (1952). The School and the Child, New York: The Macmillan Company,
- (Also available in Hindi School aur Bachche Translation: RRCEE)
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi

- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.

- Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore,

- Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.

- ·Kumar (Eds.) (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya ublications.

- Kumar, Krishna (1988). What is Worth Teaching. New Delhi: Orient Longman.
- Listening to Gandhi (Also Available in Hindi Shaekshik Gyan aur Varchasav.
- NewDelhi: Granthshilpi.)

- Krishnamurti, J. (2006). Krishnamurti on Education. Chennai: Krishnamurti

- Nurullah S. & Naik J.P. (1981)- Student history of Education in India, Macmillan, Bombay
- Lal & Palod (2008) Educational thoughts and Practices, Meerat: Vinay Rakheja Mathur
- S.S. (1988). Sociological approach to Indian Education. Agra: Vinod Pushtak Manir.

- National Curriculum Framework for School Education (2005). NCERT NCTE (1998). Gandhi on Education. New Delhi.

- Taneja. V.R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.

Bachelor of Education) B.Ed.

SEMESTER-II

Course Title: Assessment of Learning   **Credits: 4**
Code: BED-203   **Ext. 70 (Marks)**
                    Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
- To gain a critical understanding of issues in assessment and evaluation
- To become cognizant of key concepts such as test, measurement, examination, formative and summative assessment, and evaluation
- To understand different kinds and forms of assessment that aid student learning
- To use a wide range of assessment tools, learn to select and construct them appropriately

Unit I – **Overview of Assessment and Evaluation**
- Measurement, Assessment, Evaluation and Examination
- Need and Scope of Evaluation. Distinction between 'Assessment of Learning' and 'Assessment for Learning
- Evaluation Approaches: Formative and Summative
- Continuous Comprehensive Evaluation (CCE): Need, Relevance and Implementation of CCE, Problems in CCE.
- No detention Policy in RTE Act 2009

Unit - II Tools and Techniques of Evaluation
- Characteristics of a good measuring instrument
- Reliability and Validity of Tools
- Tools of evaluation:
    a) Quantitative – Written, Oral and Practical
    b) Qualitative – Observation, Introspection, Projection and Sociometry
- Use tools of evaluation
- Construction of a test: Blue print, Planning, Try out and Evaluation

Unit- III Statistical Methods and Interpretation of scores
- Need & Importance of Statistics in Evaluation
- Graphical Representation: Histogram, Frequency Polygon, Pi Charts,
- Measures of Central Tendency: - Mean, Median, Mode. (Meaning, Characteristics, use only)
- Measures of Variability :(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation
- Coefficient of Correlation-Spearman's Rank Order Method

Unit IV New Trends in Evaluation
- Question bank
- Credit and Grading system
- Online Examination
- Open Book Examination
- Exam on Demand (meaning & uses only)
- National focus group position paper on Examination Reforms (Recommendations, Implementation and Emerging Concerns)

Sessional Work/Assignment
1) Construction of an Achievement Test on one topic.
2) Critical Analysis of CCE scheme at school level.
3) Prepare a question bank for class VI to X on any subject of your respective subjects.

Suggested Readings:
• Aggarwal, R.N. &VipinAsthana (1983): Educational Measurement & Evaluation, Agra :VinodPustakMandir.
• Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi : Sterling
   Publishers.
• Anastasi, A. (1983): Psychological Testing.., 6th Ed. New York, The Macmillan Co. 6 th Edition.
• AsthanaBipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
• Ebel, L.R. and Fristrie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of
   India Pvt. Ltd.,
• Garrett, H.E. (1973): Statistics in Education and Pshychology, Bombay, VakilsFebber and Simons.

• GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from http://
  mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf.
• GOI (2011) SarvaShikshaAbhiyan-Framework for implementation based on the right of children to free and
  Compulsory Education Act,2009. GOI Retrieved from http:// www. upe
  fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf.
• Kubiszyn, Tom and BorichGary(1993) Educational Testing and Measurement. Harper Collins college
  publishers.
• Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment,
  McGraw Hill Education (India) Private limited.
• Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
• Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education.
   PHI Learning Private Limited, New Delhi.
• Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York.,
  John Wiley and Sons, Inc.
• VedPrakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary,
  NCERT, Sri AurobindoMarg, New Delhi.

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Social Sciences   Credits: 4   Code:
BED-204-03   Ext. 70 (**Marks**)
                                                       Int. 30 (**Marks**)

OBJECTIVES OF THE COURSE:

• To develop understanding about the basic differences between Social Studies and Social Sciences.
• To understand the need for teaching Social Sciences as an integrated discipline
• To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
• To gain knowledge about the different approaches associated with the discipline
• To develop certain professional skills useful for classroom teaching.
• To develop notion of Democracy, National integration etc.

COURSE CONTENT:

Unit - I: Learning and Teaching Social Science
 • Nature and Scope of Social Science

• Difference between Social Science and Social Studies
• Aims and objectives of teaching Social Sciences
• Social Science curriculum at School level - correlation with other subjects.
• Critical appraisal of a Social Science Text book.
• Democratic values and National objectives, Citizenship.

Unit - II: Methods and Strategies
• Approaches / Methods of Teaching Social Sciences
• Types of Approaches – Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences.
• Methods – Story telling, Problem Solving, Project Method, Observational Method, Assignment Method, Discussion method.
• Micro Teaching, Unit Planning and Lesson Planning.
• Social Science Laboratory - organization and management
• Organization and planning of Co-curricular Activities in Social Science – Field
  Trip/Excursion / Bulletin Board in Social Science

Unit - III: Integration of Technology and its Applications
• Instructional strategies for concept learning
• Technology Integration: Planning with the integrating Technology for inquiry (NTeQ)
   Model for Social Sciences at secondary school level, e-technologies.
• Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, Scrap
  Books, Media (Print Non-print and Electronic Media), Maps, Globe.
• Social Science Teacher: Teaching skills, teacher as a reflective practitioner

Unit IV: Evaluating Student learning
• Evaluation: Concept, importance and Types of Evaluation.
• Concept of Comprehensive and Continuous Evaluation
• Type of Test items and development of Achievement test in social sciences.
• Diagnostic testing and remedial measures.
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:
• Project report on any topic of social Science.
• Critical analysis of Social science syllabus at any particular level.
• Developing an achievement test and its administration.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
• Identifying and Evaluating ICT resources suitable for teaching Social Science

Suggested Readings:
Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London

James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.

Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.

Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.

Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.

Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.

Trigg, R.(1985) Understanding Social Studies. New York: Basics Black Well,

Singh, Tirath (2013). Teaching of Social Studies, Jalandhar:SG Publication.

Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.

National Curriculum Frame Work 2005, NCERT, New Delhi.

Position Paper by National Focus Group on Teaching of Social Sciences

Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: RhinehartandCompany.

Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.

Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). Teaching of Social Studies.Jalandhar: PanjabKitabGhar.

Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.

Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

Bachelor of Education) B.Ed.

SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Political Sciences   **Credits: 4**   **Code: BED-204-04**   **Ext. 70 (Marks)**

                                                                 Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

• To enrich the knowledge of pupil teachers along with promoting reflective thinking
 and skill of expression.
• To inculcate social concern for the down trodden section of the society.
• To foster the understanding and appreciation of the diversity of Indian society along
 with its unity component.

• To facilitate a comprehensive understanding of development, learning and uniqueness of the growing child in diverse, socio cultural and political context.
• To develop the potential for perspective building located in the Indian socio political culture through practicum tasks, academic discourse and classroom discussions.
• To develop and inculcate rational and scientific outlook.
• To prepare for responsible citizenship and to inculcate democratic values.
• To understand the pedagogic challenges of teaching political science.

COURSE CONTENT:

Unit-I: Introduction to Teaching of Political Science
• Nature, scope of Political Science, its needs & significance.
• Political Science curriculum at school level- correlation with other subjects.
• Correlation of Political Science with other subjects.
• Aims and Objectives of teaching Political science, in a Democratic, Secular, Republic. ,Identifying and stating objectives in terms of content and behavior outcomes in learning.

Unit-II: Instructional Methods and Skills
• Approaches/Methods of teaching Political Science
• Teaching Aids and Co-Curricular Activities in Political Science
• Bulletin board , Visits and field studies
• Use of ICT and Electronic Media
• Political Science teacher as a reflective practitioner
• Maintaining the Ecology of the classroom.
• Mass media and scrapbook approaches to teaching current events

Unit-III: Pedagogical Analysis of Political Science
• Preparation of Unit planning and Lesson Planning.
• Classroom interactions, Heuristic, Discussion, Problem Solving, Role play, Lecture and Question-Answer.
• Text book: Features of a good textbook and its evaluation
• Different Approaches towards class room teaching and programmed learning

Unit-IV: Evaluation in Political Science
• Comprehensive and continuous evaluation
• Evaluation devices – written, open book examination, oral, observation, record.
• Achievement Test in Political Science.
• Diagnostic and Remedial Teaching
• Formative and Summative Evaluation
• Continuous and comprehensive Evaluation
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:
• Preparation of Achievement Test Report.
• Development and organization of co-curricular activities.
• Identifying and Evaluating ICT resources suitable for teaching Political Science.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise

BOOKS RECOMMENDED:

Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.

Chopra, J.K. (2005). Teaching of Political Science.Commonwealth Publishers, New Delhi, 2005.

Faria, B.L., Indian Political System.

Kashyap, Subash, Indian Constitutions.

Preston, R.C., Teaching of World Understanding.

Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.

Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: PanjabKitabGhar, 1962

Singh, Gurmit (2008). ;wkfienfXn?BdknfXnkgB (SamajikAdhain da Adhiapan). Ludhiana: ChetnaParkashan.

Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. L

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Computer Science   **Credits: 4   Code:**
BED-204-10   **Ext. 70 (Marks)**
        Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skill in preparing daily and unit lesson plans using various methods and approaches
- To develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- Use the knowledge of computers in class room teaching

COURSE CONTEMNT:

Unit I-THE TECHNIQUES AND TECHNOLOGY OF COMPUTER AND PROGRAMMING LANGUGES

- Introduction; computing needs; Generations of Computers; Principles of computing; Techniques of computing; Hardware & Software; Programming logics and learning strategies; Values of learning Computers
  - Algorithm, flowchart, elements of 'C' programming with simple illustrations.
  - Elements of database and its applications, Introduction to cloud computing.
  - Network of Computers: Network, Types of network, Categories of network.
  - World Wide Web - browsing and search engines,
  - Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
  - E-mail – Meaning & its working;
  - Web Design – Meaning & its Creation – HTML – Meaning & Importance.
  - Multimedia applications, Fundamentals of mobile computing

UNIT -II: TEACHING OF COMPUTER SCIENCE

- Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

- Text Books – Qualities of good computer science text book
- role of text book in teaching computer science
- Criteria for evaluation of computer science text book.
- Computer Science Library – Meaning, organization and importance.
- Computer Science Lab – Need for planning the computer laboratory
- special features of computer laboratory
- Essential infrastructure – laboratory management & maintenance of records

UNIT – III: AIMS ,OBJECTIVES OF TEACHING COMPUTER SCIENCE AND CURRICULAR ACTIVITIES
- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives
- Instructional objectives with specifications
- Computer Science Club-Meaning, Objectives, Organization, activities & importance;
- Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives-Organization & Importance;
- Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
- Professional Competencies of Computer Science Teacher.

UNIT – IV: INSTRUCTIONAL TECHNIQUES AND PLANNING FOR TEACHING AND ITS EVALUATION
- Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
- Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.
- Concept of unit test, construction of unit test, weight ages to the components of unit test,
- designing three-dimensional chart/blue print,
- construction of items, format of unit test
- Question paper, IOTAQB – meaning, development and importance.
- E-evaluation – meaning and procedure.

Sessional Work:
- Critical analysis of Teaching aids and their applications in instruction and learning
- Preparation and presentation of slides for teaching any topic at the school level.
- Preparation of e-magazines and e-books using open source software's.
- Multimedia presentation (Minimum of 20 slides)

SUGGESTED READINGS :
Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas
Publishing House Pvt. Ltd.
Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
Haseen Taj. (2006),Educational Technology,H.P.Bhargava Book House, Agra

Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad

Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.

Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.

Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi:

Sterling Publishers Pvt. Ltd.

Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.

Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.

Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.

Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of Economics   **Credits: 4   Code:**
BED-204-16   **Ext. 70 (Marks)**
                                            Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
• To develop competence in use of appropriate strategy in relation to the content to be taught.
• To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
• To promote reflection on issues pertaining to teaching of Economics.
• To develop competence in designing effective instructional strategies to teach Economics.
• To develop ability to design, develop; and use various tools & techniques of evaluation.
• To develop awareness about syllabus prescribed by different State Boards.
• To develop awareness about recent advancements in teaching of Economics.

COURSE CONTENT:

Unit- I: Introduction to teaching of Economics

Nature of Economics as a Discipline: Study of economic thought as reflected in economic theories, major turning points, classical Economics and its linkages Keynesian and contemporary models and their relevance

Economics as a part of social science programme in Indian schools.
• The Curricular linkages with regard to contemporary issues in social science
• Economics for the beginners: when to teach and what to teach?
• Aims and objectives of teaching Economics at secondary and senior secondary school level. Instructional objectives of teaching Economics.
• Integration of Economics with other school subjects

Unit- II: Methods & Skills of teaching Economics
• Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method as discovery modes of transaction and Problem solving routes to learning.
• Framing meaningful and developmental Assignments for an effective teaching learning process.
• Small group and whole group activities. Class and outside class learning strategies.
• Recent advancements in teaching of Economics – Team teaching, Co-operative learning, Computers in teaching of Economics.
• Developing Critical thinking, Creative thinking and Problem solving.
• Challenges of an teaching Economics. Role of Economics teacher in teaching of Social Science and in current affairs.
• Use of ICT in Economics. Designing resource plans for effective transaction.

Unit-III: Instructional Media & Co-curricular Activities
• Instructional Media**:** Concept, Importance and types of instructional media and their use in teaching of economics.
• Co-Curricular Activities: Type, role and significance of co-curricular activities in teaching of Economics
• Text Book**:** Features of a good text book. Criteria for evaluation of economics textbook
• Micro Teaching, Unit Planning and Lesson Planning

Unit - IV: Evaluation in learning outcomes
• Evaluation: - Nature of educational evaluation, its need, role in education process.
  Methods of Assessment: Formative, Summative, Diagnostic.
• Preparation of test items and portfolios in Economics.
• Evaluation procedure for appraising learners' performance.
• Planning & preparation of achievement test in Economics.
• Diagnostic and Remedial teaching,
• Continuous and Comprehensive evaluation (CCE)
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:
• Critical study of any one Economics book.
• Preparation of achievement test report
• Development and organization of co-curricular activities
• Identifying and Evaluating ICT resources suitable for teaching Economics

• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings :

Aggarwal, J.C. (2005). Teaching of Economics - A Practical Appraoch. Agra: VinodPustakMandir.
Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.
Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
Robinson, K. and Wulson, R. (Eds.) (1977).Extending Economics within the Curriculum. London: Routledge and
KeganPaul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004).Teaching of Economics.Merrut: R. Lall Book Depot.
Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
Singh, Yogesh (2005). ArathaShasterSikshan. New Delhi: Ashish Publication.
Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
National Curriculum Frame Work 2005, NCERT, New Delhi.
Position Paper by National Focus Group on Teaching of Social Sciences
Heller, F. (1986).The use and abuse of Social Sciences.London : Sage Publications, 1986.
Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.,
Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
Singh, Tirath,Arjinder;Pargatsingh (2014). Teaching of Economics, Jalandhar:SG Publication.

Bachelor of Education) B.Ed.

<u>SEMESTER-II</u> (**Pedagogy School Subject**)

Course Title: Teaching of Hindi   **Credits: 4**
Code: BED-204-15   **Ext. 70 (Marks)**
                                        Int. 30 (Marks)

Course Title: Teaching of Hindi   Credits:4

Course Code: BED115   M.M:100

उद्देश्य :

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा- कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1 हिन्दी भाषा- शिक्षण: सैद्धान्तिक परिप्रेक्ष्य

- भाषा: अर्थ,महत्त्व एवं प्रकार्य
- विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ
- प्रथम भाषा, अन्य भाषा, संपर्क भाषा एवं राज भाषा के रूप में हिन्दी , प्रथम भाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण उद्देश्यों में अंतर
- हिंदी भाषा के तत्त्व, हिन्दी शिक्षक के लिए इन तत्त्वों के ज्ञान की उपयोगिता, भाषा के तत्त्वों का शिक्षण

इकाई 2 भाषा कौशल एवं व्याकरण शिक्षण

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- सुनने तथा बोलने के कौशल का शिक्षण – महत्त्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, श्रवण एवं उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण

- पठन कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ, सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष- कारण तथा निराकरण

- लेखन कौशल – तात्पर्य, महत्त्व, उद्देश्य, लिखित अभिव्यक्ति के विविध रूप, निर्देशित लेखन, स्वतंत्र लेखन, सृजनात्मक लेखन, लिखित अभिव्यक्ति के विविध रूपों का शिक्षण, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य

- भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, उद्देश्य, शिक्षण विधियाँ, व्यावहारिक व्याकरण

इकाई 3 साहित्य शिक्षण

- कविता शिक्षण – महत्त्व, उद्देश्य,कविता शिक्षण के पक्ष, कविता के रसास्वादन की विधियाँ, मूल्यांकन

- गद्य शिक्षण (निबंध एवं निबंधेतर विधाएँ)- महत्त्व, उद्देश्य, विधागत अंतर एवं उनके अनुससर शिक्षण विधियों का प्रयोग,गहन अध्ययननिष्ठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन

- रचना शिक्षण – महत्त्व, उद्देश्य, रचना के विविध रूपों का शिक्षण, मूल्यांकन

इकाई 4 हिन्दी शिक्षण सहाय्य साधन सामग्री एवं मूल्यांकन

- पाठ्य-पुस्तकों एवं पूरक पुस्तकों का महत्त्व, विशेषताएँ, निर्माण तथा मूल्यांकन

- शैक्षिक उपकरणों का महत्त्व एवं उपयोगिता, उपकरणों के विविध रूपएवं उनका प्रसंगानुरूप प्रयोग , हिन्दी भाषा शिक्षण में सूचना- प्रोद्योगिकी की भूमिका तथा उसका यथावसर प्रयोग

- पाठ्यचर्या सहगामी क्रियाओं के प्रकार एवं भाषा शिक्षण- अधिगम में उनका योगदान, क्रियाओं का आयोजन, मूल्यांकन

- मूल्यांकन की आधुनिक संकल्पना, परीक्षा, परीक्षण एवं मूल्यांकन में अंतर, हिन्दी शिक्षण में मूल्यांकन का महत्त्व, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, परीक्षण प्रश्नों के प्रकार एवं उनकी रचना प्रक्रिया

- संप्राप्ति परीक्षण प्रतिवेदन, छात्रों के भाषा अधिगम में सामान्य त्रुटियों के कारण, निदान एवं उपचार।

व्यावहारिक पक्ष(कोई दो)

- कल्पना प्रधान, भावप्रधान एवं विचारात्मक लेखन के लिए मौलिक विषयों की सूची का निर्माण
- उच्चारण/ वर्तनी के सामान्य दोषों का संकलन और उसके लिए उपचारात्मक अभ्यासों की रचना
- शब्द भंडार वृद्धि के लिए पाठ्य पुस्तकों से प्रत्यय, उपसर्ग, संधि , समास युक्त शब्दों का चयन कर उन्हें सूचीबद्ध करना
- पाठ्य पुस्तकों में निर्धारित कविताओं के समान भाव वाली रचनाओं का संकलन
- पाठ्यपुस्तक में निर्धारित पाठों में से किसी एक का चयन कर उसपर परियोजना निर्माण

संदर्भ सूची :

- कौशिक, जयनारायण(1987), हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़
- गुप्ता,मनोरमा (1984), भाषा अधिगम, केंद्रीय हिन्दी संस्थान, आगरा
- तिवारी, पुरुषोत्तम(1992),हिन्दी शिक्षण,राजस्थान हिन्दी ग्रंथ अकादमी
- तिवारी, भोलानाथ(1990), हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली
- पाण्डेय, रामशकल(1993),हिन्दी शिक्षण,विनोद पुस्तक मंदिर, आगरा
- प्रसाद, केशव (1976),हिन्दी शिक्षण,धनपत राय एंड संस, दिल्ली
- बाछोतिया हीरलाल (2011), हिन्दी शिक्षण: संकल्पना और प्रयोग, किताबघर प्रकाशन, दिल्ली
- नागोरी,शर्मा एवं शर्मा(1976) हिन्दी भाषा एवं साहित्य शिक्षण,राजस्थान प्रकाशन
- भाई योगेन्द्रजीत (1961), हिन्दी भाषा शिक्षण,विनोद पुस्तक मंदिर, आगरा
- लहरी,रजनीकान्त (1975),हिन्दी शिक्षण,राम प्रसाद एंड संस , आगरा

- वर्मा, ब्रजेश्वर (1969), भाषा शिक्षण और भाषा विज्ञान,केंद्रीय हिन्दी संस्थान, आगरा
- सिंह, निरंजन कुमार (1981) माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- सुरेशकुमार (2001), शैलीविज्ञान, वाणी प्रकाशन, नई दिल्ली

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of English   **Credits: 4   Code:**
BED-204-18   **Ext. 70 (Marks)**
                                                     Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To understand the need and importance of English language.
• To develop proficiency in the language.
• To be familiar with the psycholinguistics and sociolinguistics aspects of language.
• To enable the students to use technology to enrich language teaching.
• To be aware of the pedagogical practices required for teaching English on second language.
• To facilitate the effective use of learning resources.
• To encourage continuous professional development.
• To develop an appreciation of the role of English in both academics and life.

COURSE CONTENT
Unit - I: Fundamentals of Language
• Nature and Scope of Language
• Psycholinguistic and Sociolinguistic perspectives of language
• Role of Language in Life: Intellectual, Emotional, Social and Cultural
Development
• Language Acquisition vs. Language Learning
• Multilingualism as resource to Second Language Teaching-Learning
• Language across Curriculum
• Principles and Maxims of Language Teaching
Unit - II: Language Development Skills and Learning Resources
• Listening: Concept, types, Significance and Activities to develop Listening and its evaluation
• Speaking: Concept, Significance and activities to develop speaking and its evaluation
• Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent,
Intensive, Extensive and Supplementary), Techniques to Increase Speed of
Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its
evaluation.
• Writing: Types of Composition (Guided, Free and Creative), Evaluating
Compositions, Letter Writing (Formal, Informal)
• Study Skills (Note Taking and Making), Reference Skills (Dictionary,
Encyclopaedia, Thesaurus)
• Learning resources: Computer Assisted Language Learning(CALL), Library, Language
Laboratory e-resources.
Unit - III: English Language Pedagogy
• Micro Teaching Skills
• Approaches/Methods to English Language Teaching: Direct Method,
Structural Approach, Communicative Approach, Constructivist Approach
• Planning a Lesson, Instructional Objectives and Specifications for:
Prose: Techniques (Discussion, Narration, Questioning), Methods
(Story Telling, Dramatization)

Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
Grammar: Types (Functional, Formal), Methods (Inductive,Deductive)
Unit - IV: Professional Growth and Learner Evaluation
• Action research: Concept and Identification of problems faced by the teachers
in the classroom.
• Critical Appraisal of an English text book.
• Professional Competencies of a teacher.
• Comprehensive and Continuous Evaluation and its use in English class.
• Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.
• Remedial Teaching, Contrastive analysis; Error analysis
Practical Assignments/Field Engagement
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before
peers in simulated teaching exercise.
• Preparation of an Achievement Test in English.
• Critical study of any one English Text-book .
• Organisation of inter-class contests in English
• Identifying and Evaluating ICT resources suitable for teaching English.

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Geography   **Credits: 4   Code:**
BED-204-02   **Ext. 70 (Marks)**
                                                                          Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To equip the student-teachers to establish correlation between geographic Knowledge and
  cultural background.
• To develop geographic sense in them.
• To understand the inter relationships between different Subjects and Disciplines.
• To develop an understanding of the need for Teaching and Learning Geography.
• To make use of various methods of teaching Geography.
• To acquaint with the techniques of evaluation in Geography.

COURSE CONTENT:

Unit-I: Meaning , nature and significance of Geography
• Meaning, nature and scope of Geography
• The place of Geography in secondary school curriculum
• Curriculum development in Geography
• Integration of Geography with other subjects
• Geography as a study of spatial differentiation, spatial relationship, spatial organization.

Unit-II: Objectives Based Teaching and Pedagogical Analysis
• Aims and objectives of teaching Geography.
• Types of objectives, Statement of objectives in behavioural terms.
Pedagogical analysis
• Listing behavioural outcomes. Unit Planning.
• Development of map reading skills
Curriculum planning in Geography
• Criteria used in the formulation of geography curriculum
• Guidelines for course construction
• Geography text book and its evaluation

Unit-III: Approaches and Instructional Media
• Learner centred and Activity Based Approach
• Conceptual learning in Geography
• Spatial conceptualization – use of cognitive/mental maps
• Perception and geography learning
• Approaches in Geography teaching: Expository approach, Story telling and regional
  method Discovery approach, Problem solving approach Project method .
• Micro Teaching, Unit planning and Lesson planning
• Maintaining harmony of the classroom, individual difference, group and individual
  learning.
• Teaching aids and designing a geography laboratory

Unit - IV: Evaluation

- Comprehensive and continuous evaluation
- Developments of different types of test items.
- Diagnostic testing and remedial Teaching.
- Planning & preparation of achievement test.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Prepare a brief report on the topography of a given area.
- Presentation of Geographic data through maps and diagrams.
- Identifying and Evaluating ICT resources suitable for teaching Geography
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise

Suggested Readings :

National Curriculum Frame Work 2005, NCERT, New Delhi.
Position Paper by National Focus Group on Teaching of Geography
Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York
Dash, B. M., :Contents-cum-methods of teaching geography,Kalyani Publishers, New Delhi
James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.
Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
Trigg, R.(1985) Understanding Geography. New York: Basics Black Well,

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of History   **Credits: 4   Code:**
BED-204-01   **Ext. 70 (Marks)**
              Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
• To understand the importance of History and its place in school curriculum.
• To equip student-teachers with the techniques of evaluation in History.
• To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
• To practice learner cantered methods and techniques in the classroom.
• To develop a sense of pride in our History and Culture.

COURSE CONTENT:

Unit-I: Meaning, Nature and Significance of History
• Meaning, nature and scope of History
• The place of history in secondary school curriculum
• Curriculum development in History
• Integration of History with other subjects
• Importance of History in understanding the current problems of country and society.
• Local History. Modern Approaches in teaching of History.

Unit-II: Objectives Based Teaching and Pedagogical Analysis
• Aims and objectives of teaching with particular reference to Indian History.
• Types of objectives, Statement of objectives in behavioral terms.
• Micro Teaching, Unit planning and Lesson Planning.
• Listing behavioral outcomes

Unit-III: Approaches and Instructional Media
Learner centered and Activity Based Approach
• Teaching of History through monuments
• Discussion method ,Question answer method ,Source method ,Symposium
• Role play, Time Graph (Progressive, Regressive, Comparative).
• Local History as method of History.
Teaching Aids and Co-Curricular Activities in History
• Selection of Text books, Reference books, critical appraisal of a history text book
• Low cost Teaching aids
• Maps/Charts, Fields Trips, Radio, films, slides, projector and television, E-learning.
• PPT and History society(clubs)

Unit-IV: Evaluation in History
• Difference between Measurement, Assessment and Evaluation
• Continuous and Comprehensive Evaluation :Need and Use in History
• Evaluation devices: Written Tests, Open Book Examination, Verbal Tests, Observation
  Schedule, Anecdotal records.
• Action research: Concept and Identification of problems faced by the teachers in the
  classroom
• Planning & Preparation of an Achievement test.

Practical Assignment/Field engagement:
• Fields trip to History Museums, Historical monuments.
• Dramatisation of any Historical event.
• Analysis of life and character of a (any two of the following)Historical Figures:
  ShaheedBhagat Singh, Rani LaxmiBai, SardarVallabhbhai Patel, Sarojini Naidu,
  Jawaharlal Nehru.
• Identifying and Evaluating ICT resources suitable for teaching History
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same
  before peers in simulated teaching exercise.

BOOKS SUGGESTED:

1. Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
2. Ballord. M. (1979), New Movement in Study Teaching of History, templesmith, London
3. Bhatia, R.L. Contemporary Teaching of History, SurjitPublications,Delhi, (2005)
4. Burston, W.H.: *Handbook for History Teachers; and Green*, C.W. London, Methuen & Co., 1962
5. Choudhury,K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
6. Dash, B.N. Teaching of History, Neela Kamal Publication New Delhi(2006)
7. Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)
8. Elton, G.R.: *The Practice of History.* London : Methuen, 1967.
9. Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
10. Ghate, V.D.: *The Teaching of History*. Oxford University Press, 1962.
11. Johnson, H.: *Teaching of History*. New York: Macmillan 1962.
12. Kochhar, S.K. Teaching of History**,** Sterling Publishers, New Delhi (1985)
13. NCERT A Handbook for History Teachers, NCERT, New Delhi
14. NCERT and state textbooks of History at secondary level
15. NCERT, (1970), Teaching History in secondary school publication, Delhi
16. Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
17. Shaida, B.D. Teaching of History: A Practical Approach, DhanpatRai& Sons, New Delhi (1996)
18. Singh, R.R.Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
19. Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
20. Singh,D. R., (1959), The Teaching of History and Civics, Jullandar University press.
21. Srinivas, M.Methods of Teaching History, Discovery Publishing House, New Delhi (2004)
22. Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
23. Tyagi, GTeaching of History, RadhaPrakashanMandir, Agra (2006)

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of Accountancy   **Credits: 4   Code:**
BED-204-06   **Ext. 70 (Marks)**
                                                             Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
   • To develop the understanding of the nature of Accountancy as a subject at Senior Secondary Stage.
   • To understand the rationale of including Accountancy in the school curriculum.
   • To make use of workbooks and practice sets for gaining practical knowledge of
     the world of Accountancy.
   • To equip student teachers with the essential qualities of an ideal Accounting teacher.
   • To familiarize student teachers with the techniques of evaluation in Accountancy.
   • To develop the awareness about curricular innovations in Accountancy.

COURSE CONTENT:

Unit - I: Introductory framework and Objectives
• **Nature and Need of Accounting:**
   • Accounting, : Nature, need , objectives and rationale of its inclusion in the school curriculum.
   • **Development of Accounting Curriculum:**
     Comparative and critical analysis of the present accounting syllabus of CBSE & ICSE .

• **Integration of Accountancy** with Business studies, Mathematics & Economics.

Unit - II: Planning and Objectives:
• Micro Teaching, Unit planning and Lesson Planning: Planning lessons for Theoretical
  aspects,
   • Practical/numerical sessions and Projects.
• **Objectives of Teaching Accounting:**
   • General and specific objectives of teaching Accounting.
   • Domains of writing specific objectives.
   • Techniques of writing objectives.

Unit - III: Learning Resources, Methods & Techniques
   • Learning Resources
   • Workbooks and Practice sets
   • Use of software and hardware for the teaching of Accountancy, including the use of
  computers

Methods and Techniques of Teaching Accounting
   • Lecture cum Discussion method
   • Question –answer technique
   • Problem solving method , Games

Method , Project method
- Case study
- Computer Assisted Instruction

New Pedagogic ideas in Accountancy
- Team Teaching, Co-operative learning, Peer learning, Blended learning, collaborative learning.

Unit - IV: Professional Requirements and Evaluation
- **Accounting Teacher:** Qualities of an ideal Accounting teacher, Avenues available for professional growth
- **Professional Accounting Software:** Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets in Accounting.
- **Evaluation in Accounting**: Evaluating assignments, project work and giving feedback. Types of test items in accounting. Open book examination. Remedial Teaching. Practicing good quality of questions-objective, short answer. Continuous and Comprehensive evaluation.
- Development of Achievement Test in Accountancy. Types of Test Items.

Practical Assignments/Field engagement: (Any Two)
- Identifying and Evaluating ICT resources suitable for teaching Accountancy.
- Prepare a workbook of any three Accountancy topics.
- Take up a project on any unit of +2 accounting and write a model report thereon.
- Maintenance and use of practice set
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise

Suggested Readings:

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

- Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accountancy, Regional College of Education, Mysore.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/ · Verma, D.P.S.(2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of Business Studies   **Credits: 4**
Code: BED-205-07   **Ext. 70 (Marks)**
                                                                 Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To develop awareness of the subject business studies is taught at senior secondary
   level.
• To familiarize with the nature of business studies being taught at the school level
• To be conversant with the different methods of teaching meant for teaching senior secondary
students,
• To instill the competence of organizing co-curricular activities for enriching the
   subject matter of business studies,
• To develop the tools and techniques of evaluation for appraising and enhancing
   students knowledge in Business Studies,
• To develop awareness of curricular innovations in Business Studies.

COURSE CONTENT:

Unit - I: Introductory Framework
• **Business Studies:** Nature & Need and objectives of Business Studies, its scope and rationale
of its introduction at senior school level,
• **Curriculum of Business Studies:**. Comparative and critical analysis of the present syllabus of
CBSE with ICSE.
• **Integration of Business Studies with other subjects:** Concept, objectives and
   Importance of Integration. Integration of Business Studies with other subjects –   Accountancy,
Economics, Social Science and English language.

Unit - II: Objectives and Planning for Business Education
• Nature of general & specific objectives, behavioural objectives, techniques of writing
objectives
   • Micro Teaching.
   • Unit Planning and Lesson Planning.

Unit–III: Pedagogy of Business Studies
• Lecture Method
• Discussion Method
• Group work & collaborative learning
• Project Method
• Problem Solving method
• Teaching through Games

Instructional Media
• Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the
teaching of Business Studies.

• Textbook: Features of a good textbook, Selection of text books, reference   books and professional journals for business studies.(Educational tours to any business organisation)
• Use of web quest, blogs and social media for teaching-learning Business studies.

Unit - IV: Technology Integration and Evaluation

• **Technology integration:** NTeQ model for Business Studies at senior school level**,**
   Blended learning

• **Evaluation:** Concepts of Evaluation, Measurement & Tests. Types of
   Evaluation.
• Use of portfolio
• Development of Achievement test in Business Studies. Types of test items.
• Evaluation of Assignments and Project work. Remedial Teaching.
• Continuous and Comprehensive Evaluation in Business Studies.
• Action research: Concept and Identification of problems faced by the teachers in the
   Classroom

Practical Assignments/Field engagement: (Any Two)

• Develop a game for teaching some Business Studies topic (explain step by step, the
   process of developing this game, giving its rules of participation)
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same
   before peers in simulated teaching exercise.
• Identifying and Evaluating ICT resources suitable for teaching Business Studies
• Organise a co-curricular activity for strengthening the knowledge of any topic taught
   recently in the class.

Suggested Readings:
   • Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya
     Book Depot.
   • Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE
     Publication, Delhi.
   • Calfrey C. Alhon(1988), Managing the Learning Process in Business Education, Colonal
     Press USA
   • Musselman Vernon A. and Musselman Donald Lee. (1975). Methods in Teaching Basic
     Business Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers
   • Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati, South
     Western Publishing Company
   • Schrag & Poland (1987). A System for Teaching Business Education. McGraw Hill Book
     Company. New York.
   • Siddique, M. Akhtar and Khan, R. S. (1995). Handbook for Business Studies Teachers,
     Jamia Millia Islamia, New Delhi.
   • Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational
     Research   and   Training.   Retrieved   from:
     http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/L
     earning+Material/Commerce/ · Tonne, Herbhert & Lovis C. Nancy. (1995). Principles of
     Business education. McGraw Hill, New York · Verma, D.P.S.; Commerce Education in
     Rajput, J.S. (Ed.)(2000) Encyclopaedia of Indian Education, Vol. I;

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Integrated Science   **Credits: 4   Code: BED-205-08**   **Ext. 70 (Marks)**
   Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To develop in student-teachers an understanding of the nature of integrated science and its interface with
   society.
• Appreciate the significance of integrated science at various levels of school curriculum.
• Acquire a conceptual understanding of the Pedagogy of Science.
• To Acquire and learn specific laboratory skills to conduct practical work in Science.
• Develop and use the techniques for evaluation of student's performance.
• To critically analyse the Curriculum and textbooks from the dimension of integration

COURSE CONTENT:

Unit-I: Science in School Curriculum

• Nature, Scope of Science and Integrated Science
•Difference between General Science and Integrated Science.
• Development of Science in India
• Correlation of Integrated Science with other Subjects.
• Aims & Objective of Teaching of Science with special reference to integrated Science.
• Integrated Science Curriculum at Secondary Level.
• Integrated Science Books: Qualities of good Integrated Science books, Effective use and Critical Evaluation and
   Difficulties of Integrated Science textbook

Unit-II: Planning, Designing and Transaction
• Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches.
• Teaching Learning process with a focus on:
• Inquiry Approach
• Problem Solving Approach
• Project Method
• Constructivist Approach
• Peer Learning/Group Learning, Team Teaching
• Science Laboratory: Organization & Management.
• Instructional Aids (Teaching Learning Material
• Planning and execution of Extended Experiences:- Excursions, Science Exhibition, Science Fair, Science
   Quizzes, Science Club

Unit-III: Assessment in Science

• Evaluation: Concept, Need and Importance, Scope
• Nature of Learning and Assessment
• Techniques of Evaluation for Theory & Practical.
• Continuous Comprehensive Evaluation
• Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.
• Achievement test-its construction & administration.
• Assessment through Creative Expression: Essays, Posters, Drama, Poetry, Riddles etc

Unit-IV: Professional Development of an Integrated Science Teacher

• Need for professional development: Individual, Organizational and Government level.
• Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc
• Field Visits to Schools, Museums, Parks, Research Organisations
• Preparing the Teacher for Technology Integration
• Teacher as a Researcher
• Action research

Practical Assignments /Field Engagement (Records to be maintained)

• Identifying and conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in
  small groups
• Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in
  simulated teaching exercise.

Suggested Readings

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007*). A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006*). How to Teach Science.* Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi : SAGE Publications India Private Limted.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012).*Teaching of Science*. New Delhi: PHI Learning Private Limted.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.

- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

Bachelor of Education) B.Ed.

SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Biology   **Credits: 4   Code:**
BED-205-17   **Ext. 70 (Marks)**
                                                           Int. 30 (Marks)

COURSE OBJECTIVES:
• To develop in student-teachers an understanding of the nature of Biology and its interface with Society
• Acquire a conceptual understanding of the Pedagogy of Biology.
• To Acquire and learn specific laboratory skills to conduct practical work in Biology.
• Develop and use the techniques of CCE for assessment of student's performance.
• To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

COURSE CONTENT:
Unit-I: Biology in the School Curriculum

• Nature of Biological Science
• Meaning, nature scope and Significance of Biology.
• Aims and Objectives of Teaching of Biology
• Relevance, meaning and need of Objective Based Teaching.
• General and specific aims of teaching Biology at senior secondary level.
• General and Specific Objectives of teaching Biology at Senior Secondary level
.
Unit-II: Planning, Designing and Transaction of Biology Curriculum.

• Micro Teaching
• Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches.
• Teaching Learning process with a focus on:
• Inquiry Approach
• Problem Solving Approach
• Project Method
• Constructivist Approach
• Peer Learning/Group Learning, Team Teaching
• Biology Laboratory: Design, Organization & Management.
• Teaching Learning Materials: Real Objects and Specimens, Visits to Botanical and Zoological Museums,
• Planning and execution of Extended Experiences:-
• Field Trips and Excursions

• Science Exhibition
• Science Fair, Quizzes
• Role of Biology in Teaching Integrated Science, EVS and Health Education

Unit-III: Assessment in Biology

• Evaluation: Concept and Importance
• Nature of Learning and Assessment
• Design and analysis of Class-tasks and Home-tasks
• Techniques of Evaluation for Theory & Practical.
• Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching-Learning
• Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.
• Achievement test-its construction & administration.
• Assessment through Creative Expression: Essays, Posters, Drama, Poetry, Riddles etc

Unit-IV: Professional Development of a Biology Teacher

• Need for professional development at Individual, Organizational and Government level.
• Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc
• Field Visits to Schools, Museums, Parks, Research Organisations
• Preparing the Teacher for Technology Integration
• Teacher as a Researcher
• Action research

Practical Assignments /Field Engagement(Records to be maintained)
• Preparation of an Achievement Test Report and Blueprint
• Identifying and conducting at least 10 experiments/demonstrations the Biology syllabus
   individually or in small groups
• Students to be engaged in the practice of proper handling of Laboratory apparatus and
   Equipments .
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same
   before peers in simulated teaching exercise.

   Identifying and Evaluating ICT resources suitable for teaching Biology at Senior
   Secondary Stage

Suggested Readings:

• Bremmer, Jean (1967), Teaching Biology, London: MacMillan.

• Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO

• Miller, David, F. (1963), Methods and Materials for Teaching the Biology New York, McGraw Hill.
• NCERT (1969), Improving Instructions in Biology, New Delhi.

• Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.

- Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.

- Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools,New Delhi: Prentice Hall.

- Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of Chemistry   **Credits: 4   Code:**
BED-205-18   **Ext. 70 (Marks)**
           Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

• To enable the student-teachers to develop Chemistry as a discipline in Science
• To critically analyze the curriculum/evaluation practices of teaching of Chemistry in School to bring about
  changes in future to promote better pedagogy.
• To enable the students to use ICT for making teaching – learning more effective and joyful.
• To develop the abilities for planning and organizing chemistry laboratory.
• To evolve as reflective practitioners in Chemistry Education through innovative practices.

COURSE CONTENT:
Unit-I Chemistry in School Curriculum
• Meaning, nature, scope and of Significance of chemistry in daily life and its relevance to Social and
  Environmental Issues
• Aims and Objectives of Teaching Chemistry
• Relevance, meaning and need of Objective Based Teaching.
• General and specific aims of teaching chemistry at senior secondary level.
• Specific objectives in behavioral terms in chemistry.

Unit-II Instructional Planning
• Micro Teaching, Unit Planning and Lesson Planning
• Planning for Laboratory Demonstration/Experimentation
• Approaches and Methods of Teaching Chemistry: Concept Mapping, Process, Problem solving method.
, Cooperative learning approach. , Activity based approach, project method, and Laboratory method.
  Constructivist approach

Unit-III Chemistry Curriculum: Effective Transaction and Evaluation

• Characteristics of an effective Chemistry curriculum.
• A critical study of present Chemistry curriculum at secondary/senior secondary school.
• Textbook in Chemistry
• Use of audio-visual aids in teaching of Chemistry
• Use of community resources and Preparing low cost teaching aids.
• Laboratory Demonstrations and Experiments
• Planning and Organization of co-curricular activities in
• Excursions
• Science Exhibition
• Science Fair
• Science Quizzes
• Science Club
  Evaluation of Learners' Progress
• Evaluation: Need, Concept and Scope.
• Comprehensive & Continuous evaluation, need & importance of class tests.
• Achievement test-its construction, administration and item analysis.

Unit IV: Professional Development of a Chemistry Teacher

• Competencies associated with laboratory techniques.
• Maintenance of Chemistry Lab.: Safety, security and preventive measures.
• Need for professional development at Individual, Organizational and Government level.
• Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc
• Field Visits to Schools, Museums, Parks, Research Organisations etc
• Preparing the Teacher for Technology Integration
• Action research

Practical Assignments /Field Engagement(Records to be maintained)

• Identifying and conducting at least 10 experiments/demonstrations from the Chemistry
   syllabus individually or in small groups
• Develop a Multi-Media lesson using appropriate ICT resources and transact the same
   before peers in a simulated teaching exercise.
• Students to be engaged in the practice of proper handling of Laboratory Apparatus
, Chemicals and Equipments in the Chemistry Laboratory.
• Identifying and Evaluating ICT resources suitable for teaching of Chemistry

Suggested Readings:

• Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.

• Newbury, N.F.(1965), The Teaching of Chemistry, 3rd Edition, London:Heinemann Education Books Ltd.
• Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.

• Saunders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.

- T.N. Ratho & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.

- Waddington, D.J.(1984), Teaching of School Chemistry, UNESCO.

- Wellington,Jerry (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York

Bachelor of Education) B.Ed.
SEMESTER-II (Pedagogy School Subject)

Course Title: Teaching of Physics   **Credits: 4   Code:**
BED-205-19   **Ext. 70 (Marks)**
         Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

• To develop in student-teachers an understanding of the nature of Physics and its interface with society.
• Acquire a conceptual understanding of the Pedagogy of Physics.
• To Acquire and learn specific laboratory skills to conduct practical work in Physics.
• Develop and use the techniques for evaluation of student's performance.
• To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

COURSE CONTENT:
Unit-I Nature and Scope of Physics

• Nature, scope and Significance of teaching physics in secondary & senior secondary schools
• Aims & Objective of Teaching of Physics
• Difficulties in developing of the content of the Physics Curriculum.
• Developing learning experiences/activities

Unit-II Planning, Designing and Transaction

• Micro Teaching, Unit Planning and Lesson Planning
• Planning for Laboratory Demonstration/Experimentation
• Approaches and Methods of Teaching Physics: Concept Mapping approach, Process approach, scientific

method, Problem solving method, Cooperative learning approach, Activity based approach, project method,
  Laboratory method, Constructivist Approach.

Unit-III Physics Curriculum: Effective Transaction and Evaluation

• Characteristics of an effective Physics Curriculum.
• A critical study of present Physics curriculum
• Textbook in Physics
• Instructional Aids in Physics
• Use of audio-visual aids in teaching of Physics
• Use of community resources and Preparing low cost teaching aids.
• Laboratory Demonstrations and Experiments
• Planning and Organization of co-curricular activities for physics.
• Evaluation of Learners' Progress
• Evaluation: Need, Concept and Scope.
• Comprehensive & Continuous evaluation, need & importance of class tests.
• Achievement test-its construction, administration and item analysis.

Unit IV : Professional Development of a Physics Teacher

• Need for professional development: Individual, Organizational and Government level.
• Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia
• Field Visits to Other Schools, Museums, Parks, Research Organisations etc
• Preparing the Teacher for Technology Integration
• Action research

Practical Assignments /Field Engagement (Records to be maintained)

• Identifying and conducting at least 10 experiments/demonstrations from the Physics syllabus individually or in
  small groups
• Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments in the
  Physics Laboratory.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in a
  simulated teaching exercise.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006*). How to Teach Science.* Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.

- Mohan, Radha (2007) *.Innovative Physical Science Teaching Method,* P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science,* McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow.* Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science.* Ludhiana: Tandon Publications.

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Sanskrit   **Credits: 4**
Code: BED-205-14   **Ext. 70 (Marks)**
                                                                       Int. 30 (Marks)

OBJECTIVES OF THE COURSE:

• To enable student-teachers to attain efficiency and effectiveness in teaching and
  learning Sanskrit Language.
• To understand the role of Sanskrit in India and its place in the school curriculum.
• To be committed, inspired and interested in teaching Sanskrit.
• To facilitate the effective use of learning resources.
• To develop strategies in order to meet the learning difficulties in teaching Sanskrit.
• To identify and be sensitive to the proficiency, interests and needs of learners.
• To encourage continuous professional development.

COURSE CONTENT:
Unit - I: Fundamental of Language
• Nature, Evolution and Development of Sanskrit language.
• Importance and objectives of teaching Sanskrit.
• Aims and Objectives of teaching Sanskrit as Language at the Secondary Level

• Interaction of Sanskrit Language with other Indian Languages and its Structural, Lexical and Semantic
   relationship. Place of Sanskrit in the school curriculum.
• Textbook: Selection of text books, reference books .
• Critical Appraisal of a Sanskrit text book.

Unit - II: Development of Skills
• Recitation, silent Reading, Oral Expression and Special Language teaching skills.
• Audio Visual Aids: Meaning, Classification,
• Importance and uses in Teaching Sanskrit.
• Unit planning in Sanskrit language

Unit: III Learning Resources and **Professional Growth**
• Computer Assisted Language Learning (CALL), Library,
• Professional Competencies of the teacher.
• Use of Multi Media in teaching of Sanskrit
• Micro-teaching skills in teaching Sanskrit
• Lesson Planning for Prose, Poetry, Grammar, and Composition
• Different Approaches of Lesson Planning

Unit-IV: Evaluation
• Difference between Measurement, Assessment and Evaluation,
• Criterion Referenced Testing and Norm Referenced Testing
• Types of Test Items and development of Achievement test
• Significance of Comprehensive and Continuous Evaluation
• Diagnostic and Remedial Teaching
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignment/Field engagement:

• Critical study of any one Sanskrit textbook prescribed for secondary level.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
• Preparation of an Achievement Test in Sanskrit.
• Develop two games for teaching any Sanskrit Topic.
• Identifying and Evaluating ICT resources suitable for teaching Sanskrit

Suggested Readings:

· Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya
   Book Depot,   Baroda, 1980.
· Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, LokaSangraha Press,
    Poona.
· Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
· Pal, H.R and Pal, R.: Curriculum .Yesterday, Today and Tomorrow.Kshipra, New
   Delhi, 2006.
· Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi:

Directorate of Hindi Implementation, Delhi University, 2000.
· Panday, R. S. : Sanskrit Shikshan, VinodPustakMandir, Agra, 2000.
· Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research
  & Development, Baroda, 1991.
· Safaya, R. N.: Sanskrit ShikshanVidhi, HarayanaSahitya Academy, Chandigarh.
  Shastri and Shastri: Sanskrit Shikshan, RajsthanPrakashan, Jaipur.
· Singh, S. D. and Sharma, Shaskhikala: Sanskrit Shikshan, RadhaPrakashanMandi,
  Agra, 1999.

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Urdu   **Credits: 4**
Code: BED-205-15   **Ext. 70 (Marks)**
                                                             Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To make the student-teachers aware of nature, function and scope of language.
• To explain the concept of Urdu and its elements
• To define linguistic skills and development of these skills among students
• To conduct pedagogical analysis of lessons in Urdu and develop teaching skills.
• To explain the concept of evaluation and methods of evaluating the performance of students.
• To critically examine the use of various methods for teaching Urdu.

COURSE CONTENT:

Unit-1 Nature of Urdu Language, Aims and Objectives and Principles of Teaching

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

Unit II: Approaches and Methods of Teaching Urdu

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

Unit-III Pedagogical Analysis

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

Unit- IV : Evaluation and Instructional Material

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

Practical Assignments/Field Engagement

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

Suggested Readings:

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

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Punjabi   **Credits: 4**
Code: BED-205-13   **Ext. 70 (Marks)**
                                                                           Int. 30 (Marks)

OBJECTIVE OF THE COURSE:

• To develop in the student –teachers interest for Teaching and Learning Punjabi.
• To develop strategies in order to meet the learning difficulties in teaching Punjabi as a mother
tongue/first/second language at school.
• To think strategies to direct the creative abilities of the students at the school level.
• To identify and be sensitive to the proficiency, interests and needs of learners.
• To practice learner centred methods and techniques in the classroom.

COURSE CONTENT:

Unit - I: Fundamentals of Language
• **Language:** Nature, origin and development of language.
• **Mother Tongue:** Importance, objectives and Principles for teaching Mother Tongue.
• **Punjabi:** Origin and development of Punjabi Language.
• **Script:** Origin and development of Gurumukhi as a script.
• **Punjabi as Mother Tongue:** Contribution and role of Mother Tongue on life and education of a child.
• **Punjabi as a first/second language:** Rationale and objectives. Special problems of teaching Punjabi in different school contexts at different stages.
• Present position of Punjabi in the Indian school curriculum.
• Preparation of language kit for teaching skill.

Unit - II: Language Acquisition
• **Listening**: Concept, Significance and activities to develop listening skills in Punjabi.
• **Speaking**: Concept, Significance and activities to develop speaking skills in Punjabi. Correct pronunciation and correction for appropriate pronunciation.
• **Reading**: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).
• **Writing**: Types of Composition (Guided, Free and Creative), original writing to improve the creative skill onpoetry, fiction, part of autobiography, Travelogue. Evaluating Compositions, Letter Writing (Formal, Informal)
• **Supplementary Skills**: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia,
   Thesaurus)

Unit - III: Aspects of Language Teaching and Learning Resources

• Micro Teaching, Unit Planning and Lesson Planning
• Instructional Objectives, Specifications and Teaching aids for:
Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)
• **Learning Resources**: Computer Assisted Language Learning (CALL), Library, Language Laboratory. Audio Visual Aids

Unit - IV: Professional Growth and Evaluation

• Qualities of a Punjabi Teacher (Linguistic Pedagogical, Psychological, literary, Professional Growth and leadership in the field)
• Critical Appraisal of a Punjabi text book.
• Types of Test Items and development of Achievement test in Punjabi.
• Meaning and significance of Comprehensive and Continuous Evaluation in Punjabi.
• Diagnostic and Remedial Teaching.
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
• Collection and preparation of appropriate reading material in Punjabi for effective and interesting reading by school children.
• Critical study of any one text book or literary book (such as poetry, novel, short stories).
• Identifying and Evaluating ICT resources suitable for teaching Punjabi.

Suggested Readings:

· Dhiman, H.S. (2009). Punjabi Boli, BhashaAtteGurbani. Patiala: GaganPrakashan
· Gurrey, P. . Teaching of Mother Tongue in secondary schools
· Jass, J.S. and Kaur, J. (2010). MaatraBhasha Di ShikiyaVidhi. Jalandhar:
   New Book Company. Joshi, S.S. - Punjabi
· Kang, A.S. (1999). AatharviSadi Da Chornva Punjabi Sahitya. New Delhi:
   National Book Trust.
· Kaur, Dhanwant .Punjabi Bhasha Da Adhyapan. Patiala: Punjabi University.
· Nandra, I.S. and Ssafaya, R.K. (2010). Aadhunik Punjabi Adhyapan.Ludhian:
   Vinod Publications
· Singh, P.P. (1996). Punjabi Bhasha Da SarotaTeBantar. Patiala: Punjabi University

Bachelor of Education) B.Ed.
SEMESTER-II (**Pedagogy School Subject**)

Course Title: Teaching of Mathematics   **Credits: 4**
Code: BED-205-20   **Ext. 70 (Marks)**
                                                            Int. 30 (Marks)

OBJECTIVES OF THE COURSE:
• To understand the nature of Mathematics.
• To understand the historical developments leading to concepts in modern Mathematics.
• To understand the learning theories and their applications in Mathematics Education.
• To improve the competencies in secondary level Mathematics.
• To understand the various instructional strategies and their appropriate use in teaching Mathematics at the
   secondary level.
• To understand the preparation and use of diagnostics test and organize remedial teaching.

• To apply appropriate evaluation techniques in Mathematics.

COURSE CONTENT:

Unit-I: Introduction to Mathematics
• Introduction to mathematics education
• Nature of mathematics (axioms, postulates, patterns and language of Mathematics), Need and importance of Mathematics at secondary stage.
• Developing objectives of teaching mathematics in behavioral terms
• Correlation of Mathematics with other subjects.
• **Historical developments in Mathematics**
   Historical development of Notations and Number systems Contributions of Indian Mathematicians (Ramanujan Aryabhatta, Bhaskaracharya, Shakuntala Devi).Vedic Mathematics.

Unit-II : Place of Mathematics in secondary school curriculum
• Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF.
• Qualities of a good Mathematics textbook and its evaluation (Content analysis).
• Professional competencies of a Mathematics teacher.

Unit-III: Instructional strategies and methods of teaching mathematics
• Inductive, deductive approach.
• Analytic and synthetic approach.
• Heuristic and project approach.
• Problem solving method.
• Constructivist approach.
• Activity method and cooperative learning.
• Organization of teaching strategies in Mathematics
• Different models of lesson planning.
• Micro Teaching, Unit Planning and Lesson planning
• Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
   Teaching of Arithmetic (Commercial Maths)
   Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
   Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)
   Teaching of Mensuration (Surface areas and volumes of solid figures)
   Teaching of Statistics (Measures of central tendency - graphical representation)
• Mathematics clubs Development and use of Mathematics club in school.
• Organising various activities - Mathematics fairs, quiz, Olympiad, talent search examination.

Unit-IV: Technology Integration and Evaluation
• **Technology Integration**: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
• Diagnostics test and remedial teaching in Mathematics
• Continuous and Comprehensive evaluation
• Achievement Test. Need and importance of class tests.
• Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:
• Critical analysis of current Mathematics syllabus for a particular level
• Construction and administration of achievement test in Mathematics.
• Organizing a co-curricular activity in School.
• Identifying and Evaluating ICT resources suitable for teaching Mathematics.
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:
· Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
· Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
· Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
· EdigerMariow (2004); Teaching Math Successfully, Discovery Publication.
· Gupta H.N. and Shankaran V (Ed.),(1984); Content cum Methodology of Teaching Mathematics, NCERT New
   Delhi.
· Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
· James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
· Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
· Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
· Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
· Tyagi, S.K.(2004); Teaching of Arithmetic; Commonwealth Publications.

<div align="center">PRACTICAL</div>

Paper: Reading and Reflecting on Texts   Credits: 2

Paper Code: BED152   MM: 100

OBJECTIVES OF THE COURSE:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.

COURSE CONTENT:

Readings for Discussion, Analysis and Reflection (In depth Reading of any Five of the following):

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58(3), 280-298.

- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). *How students learn.* Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.

- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review,* 47 (4), 481-517 llich, I. (1970). *Deschooling Society,* London, UK: Marion Boyars.

- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue,* Vol. 2(1), 5-29.

- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 4: Child Development, 79-96.

- Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly,* 31(4), 426-448.

Audio-visual Resources:)Any Three of the following to be screened for the student-teachers and discussion to be followed)

- *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)

- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani
  http://www.kabirproject.org/

- *Teacher's Journey:* An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director-Deepak Verma,

- Azim Premji Foundation. For copies contact
  – *madhumita@azimpremjifoundation.org*

- *Where Knowledge is Free:* A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 http://www.dalitstudies.org.in.

Note:

- Based on the discussions held on the reading of the above texts students in the practical time thestudent-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary.The Internal Assessment shall be on the extent of participation in an reading exercise in the class individually and in a Group and reflection on the same simultaneously .External Assessment shall be in the form of a Viva Voce Examination.

SEMESTER-II

PRELIMINARY SCHOOL ENGAGEMENT PSE-2 (2WEEKS)

1. Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.

2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

3. The student teacher shall also undertake the field activities pertaining to the practicals during this period.

BACHELOR OF EDUCATION (B. ED.)

SEMESTER III

SCHOOL INTERNSHIP PROGRAMME

Total Marks: 400

OBJECTIVES OF INTERNSHIP PROGRAM:

- To develop conceptual understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To learn to plan and execute lessons in a typical formal school setting.
- To put theory into practice in real school environment.
- To get an opportunity to observe the teaching of experienced teachers.
- To work under the guidance of experienced school teachers.
- To know which types of records are maintained in the school and how they are prepared?
- To participate in co-curricular and extra -curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the Pupil teacher to critically analyze the gained teaching experiences in actual school environment.

Internship will be conducted in 3 phases:

a) **Pre-Internship- for 1 month** (further divided into 2 parts i.e. 2 weeks in semester 1 (25 marks) and 2 weeks in semester 2 (25 marks))

b) **School Internship – for 16 weeks (**total 250 marks)which includes core area to be assessed by concerned school out of 50 marks, 200 marks of teaching practice will be further divided into 2 pedagogical subjects i.e. 100 each.--- 70 external + 30 internal in each subject.

c) **Post internship- for 1 week**

Final examination in practice teaching (in actual school setting by external and internal examiners). *The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as co-ordinator for the exams.*

COURSE DETAILS
  a) **PRE-INTERNSHIP-** for 1 month (further divided into 2 parts i.e. 2 weeks in semester 1 (**50 marks**) and 2 weeks in semester 2 **(50 marks**).

- Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to SB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
- Peer group discussion.
- Simulated Teaching Sessions (one for each pedagogy subject)
- Discussion Lesson Plans (4 for each pedagogy subject)
- Achievement Test Report (for one pedagogy subject)
- Text Book Review (for each pedagogy subject)
- Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
- Sample demonstration/viewing different classroom situation.
- Visit to innovative centers of pedagogy and learning, educational resource centers
- Input from teacher educators
- Context analysis and reflection.

b) **INTERNSHIP – FOR 16 WEEKS**
  Total =200 marks, , 200 marks will be divided into 2 pedagogical subjects i.e. 100 each.--- 70 external + 30 internal in each subject)

- During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.

- The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
- Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)

c) **POST INTERNSHIP- FOR 1 WEEK**

It involves the following activities
- Writing reflective journals or reports on the whole school internship program of 20 weeks
- Extended discussion among the student-teacher.
- Presentation by student-teachers on different aspects of the teaching experiences after the internship.

d) **Final examination in practice teaching (in actual school setting by external and internal examiners).** *Note:- The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.*

1. School Internship Programme:
- School Observation File:
- Teaching Practice File:
- Actual teaching performance:
- Action research report:
- Timetable and attendance record:
- Practical related to B.Ed. Curriculum.
- Observation of school children in classroom as well as out of classroom, during all school activities:
- Report on Morning assembly and Co-curricular activities
- Reflections on School Internship program:
- Workshop on teaching learning material.
- Development of audio visual aids.
- Use of school library and conducting lab work.
- Observing important occasions and celebrating important national days with school children.
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- Learning to maintain school records and registers.
- To gain total experience as a teacher in the school.

(B) SCHOOL INTERNSHIP PROGRAMME (Practice Phase)
Duration: 15 Weeks
Teaching practice:
The school teaching practice period can be divided into two blocks. 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) during one block, is followed by the teaching in another school or the same school at another level during the second block.
a. INITIATORY SCHOOL EXPERIENCES:

During first week at practice teaching school, Pupil teachers will perform following activities:

- Observation of lessons of school teachers in concerned teaching subjects.
- School curriculum- subject-wise

b. TEACHING PRACTICE ACTIVITIES:

Preparation of School Observation file:

- Philosophy of the school
- Vision/ aims/Objectives of the school.
- Organization and management,
- Fee and funds, staff salary scales, leave rules, Service rules, joining reports etc.
- School Plant- detailed account of Infrastructural, Instructional and Human resources.
- SWOC analysis of the school.

c. DETAILS OF TEACHING PRACTICE FILE:

(i)　30 lesson plans (Spread over 15weeks), in elementary (upper Primary) level classes /&secondary classes in each subject during internship performance. Discussion lessons in each teaching subject will be conducted after every one month.

Total 30+30=60 Unit/lesson Plans in both the pedagogical subjects.

- ✓ Observation of Peer lessons: 20;
- ✓ Observation of lessons by school teachers: 10
- ✓ Discussion Lesson: 8(Four in each teaching Subject)

(C) EVALUATION PROGRAMME: (Post Practice Phase)

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Program. (30+30=60 marks)

2. External Assessment: Final Skill-in-Teaching Lesson in each subject.(70+70=140)

✓ Written unit/lesson plan	10 marks
✓ Simulation Teaching	05 marks
✓ Presentation /content delivery	30 marks
✓ Teacher Traits & classroom behavior	05 marks
✓ Teaching aids/models/ICT used	05 marks
✓ Text Book Review	05 marks
✓ ATR	05 marks
✓ Discussion Lesson	05 marks
Total	70 marks

B. Participation in community services, Cultural Activities, Educational Tour / Trips.

TWO YEARS BACHELOR IN EDUCATION

SESSION (2017-19)B.Ed.

SEMESTER- IV

Course Title: Gender, School and Society   **Credits: 2**
Course Code: BED401

Int: 30
Ext: 70

Objectives:
• To develop an understanding of Gender issues and Gender equality.
• To develop an understanding of the paradigm shift from Women studies to Genderbased
   Studies based on the historical backdrop.
• To reflect on different theories of Gender and Education and its intersection with Class, Caste, Religion and
   Region.
• To become aware of the process of socialization at home and school that act as shaping factors in personality
   formation of the school going child.

COURSE CONTENT:

Unit I: Gender Issues: Key Concepts
• Gender, Sex, Sexuality and Gender role in Society
• Patriarchy, Masculinity and Feminism
• Gender bias, Gender Stereotyping, and Empowerment
• Equity and Equality in Education w.r.t Caste, Class, Religion, Ethnicity, Disability and Region.
•Relevance and Status of Polyandrous, Matrilineal and Matriarchal Societies in India

Unit II: Gender Studies: Paradigm Shift
• Paradigm shift from Women's studies to Gender studies
• Historical backdrop: Some landmarks from Social Reform Movements
• Theories on Gender and Education and their application in the Indian context
• Socialization theory
• Gender difference

• Structural theory
• Deconstructive theory

Unit III: Gender, Power and Education
• Gender Identities and Socialization Practices in: Family, School and Society
• Schooling of Girls: Inequalities and Resistances (issues of Access, Retention andExclusion).
• Changing Perspectives with Legal Provisions: Right to Inheritance etc.

Unit IV: Gender Issues in Curriculum
• Social Construction of Masculinity and Femininity
• Patriarchies in interaction with other social structures and identities
• Understanding Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher
   interactions
• Overcoming Gender Stereotypes
• Working towards gender equality in the classroom: Need and Strategies
•Strategies and Issues for Empowerment of Women

Practical Assignments /Field Engagement (Any Two):

• Analysis of any Gender related film/documentary.
• Project on analyzing the institution of the Family Marriage, Reproduction Sexual division of labour and
   resources.
• Analysis of the films post screening of the following: Bawander , India's Daughter, Water.
• Analysis of textual materials from the perspective of gender bias and stereotype.
• Documentation of debate/discussion on equity and equality cutting across gender, class, caste, religion, ethnicity
   disability and religion in the form of E-portfolio.

Suggested Readings:

- Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.

- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi

- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
- Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust:Kolkata pp 125-171.

Course Title: Knowledge and Curriculum
Course Code: BED402

Credits: 4
Int : 30
Ext:70

Objectives of the Course:
- To understand the concept of Knowledge and Curriculum.
- To understand the facets of Knowledge.
- To understand the Epistemology of different Philosophies.
- To understand the approaches of Curriculum Development.
- To know various designs of Curriculum.
- To understand the importance of Curriculum change.

COURSE CONTENT:

Unit – I
Knowledge: key concepts
- Meaning of Knowledge, kinds of Knowledge and sources of Knowledge.
- Methods of acquiring Knowledge.

Distinction between:

- Information and knowledge, Beliefs and Truth, Reasoning and Analysis

Different ways of knowing:

- Relative roles of the knower and the known in Knowledge Transmission and Construction
- Contribution of the teachers in Assimilation and Dissemination of Information and Knowledge.

Unit – II
Different facets of knowledge and relationship , such as:
- Local and University
- Concrete and Absolute
- Theoretical and Practical
- Contextual and Textual
- School and out of School

Culture and knowledge:

- Role of Culture in Knowing
- Ways of knowing rendered in to action
- Emerging problems relating to Knowledge.

Epistemology of western philosophies:

- Idealism, Naturalism, Pragmatism and Existentialism.

Unit-III
- Curriculum – Meaning, Objectives and Components.
- Determinants of Curriculum-Philosophical, Sociological, Psychological and Ideological.
- Relevance of Curriculum, Principles of Curriculum Construction. Meaning and Concerns of 'Hidden Curriculum'
- Curriculum visualized at different levels – National level, State level, School level and Classroom level.

Unit-IV
- Approaches to Curriculum Development – Subject Centered, Learner Centered and Community Centered.
- Operationalizing Curriculum into learning situations, teachers' role in generating dynamic curriculum experiences through- flexible interpretation of Curricular Aims, Contextualization of Learning and Varied Learning Experiences.
- Relationship between Power, Ideology and the Curriculum.

Practical Assignments/Field Engagement:

Critical analysis of any one of the following:
   a) National Curriculum Framework for School Education (NCFSE-2005).
   b) National Curriculum Framework for Teacher Education (NCFTE-2009).
Educational thoughts of any two of the following selecting at least one each from a and b
   a) RabinderNath Tagore, M.K.Gandhiji, J.Krishnamurty.
   b) John Dewey, Paulo Freire.

Suggested Readings:
- B. C Rai: Theories of education. ParkashanKendraSitapur Road Luckhnow.
- Kamala Bhatia and B.D Bhatia: Theory and principle of education. Doaba house Nai
- Sarak Delhi.
- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers
- Ludhiana.
- NR SwarupSexsena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.

- TS Sodhi: Philosophical and sociological foundation of education. Bawa publication Patiala.
- SP Chaube Foundation of education. Vikas Publishing House Noida.
- J. C Aggarwal: Curriculum reforms in India NaiSarak Delhi.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology. Sterling Publishers New Delhi.
- R. M Kalra Curriculum construction for youth development. Sterling Publishers New Delhi.
- SK Murty: Essentials of Curriculum development. Allied Book Center Hyderabad.
- MS Khan: Teacher education. APH Publishing Corporation, New Delhi.
- MA Siddqui: Teacher education NCTE New Delh

Course Title: Creating an Inclusive School
Course Code: BED403   **Credits: 2**
                                                           Int: 30
                                                           Ext: 70

Objectives of the Course:
• To understand the concept of Inclusive Education.
• To identify and address the diverse needs of all learners.
• To acquaint with the trends and issues in Inclusive Education
• To develop capacity of student- teachers for creating an Inclusive School
• To appreciate various inclusive practices to promote Inclusion in the classroom

COURSE CONTENT:

Unit-I Concept of Exceptionality and Children with Special Needs
• Understanding Diversities /Differences – Concept, Characteristics and Types of various disabilities (Visual,
   Hearing, Mental Retardation, Locomotors and Neurological Disorders, Learning Disability and Multiple
   Disability)
• Concept, Meaning and Need of Inclusive Education
• Transition from Segregation to Inclusion
• Principles of Inclusive Education
• Models of Inclusion.

Unit –II Legal and Policy Perspectives
• International Declarations and Conventions:
   - Salamanca Statement and Framework of Action .1994
   - Educational provisions in the UN convention on the rights of person with Disabilities[UNCRPD],2006
• Constitutional Provisions
   - Education of students with Disabilities in NPE 1968,1986,POA1992
   - PWD Act 1995,RCI Act 1992,RTE Act 2009

- Education in the National Policy On Disability,2006
• Role of Organization for Education of Children with Disabilities
- Rehabilitation Council of India [RCI]
- National Institute of Different Disabilities
- Composite Regional Centers [CRCs]
- Non voluntary Govt. organization [NGOs]

Unit-III Special Needs and Inclusion
• Special Needs in terms of learning experiences in the context of disabilities and their Learning Styles.
•Schools Awareness and Readiness for Addressing Learning Difficulties,
• Concept of an Inclusive School- Infrastructure and Accessibility, Awareness and Positive Attitude towards
   Disability, Human Resources and Whole School Approach.

Unit-IV Practices and Support System for Inclusive Setup
• Pedagogical strategies to respond to individual needs of learners in classroom: Peer Tutoring, Cooperative
   learning strategy, Social learning, Buddy system, Reflective teaching, Multisensory teaching.
• Partnership with Resource Teacher.
• Provisions pertaining to appearing in examination for facilitating differently abled students (As available in
   CBSE and ICSE)
• CCE and its implications to facilitate inclusion

Practical Assignments/Field Engagement :(Records to be maintained)

- The students shall undertake field work to in understanding howstructures in school create barriers for inclusionary practices
- Prepare a report on school readiness for addressing children with special needs.

Suggested Readings:

- Adrian,A. And John, E. (1998). Educating Children With Special Needs: New Delhi: Prentice Hall.
- Baquer,A. And Sharma,A. (1997). Disability: Challenges Vs Responses. Can Publishing.
- Chaote,J.S.(1991).Sucessful Mainstreaming,New York:Allyn And Bascon.
- Daniles,H.(1999).Inclusive Education.London:Kagan.
- Mathew,S.(2004).Education Of Children With Hearing Impairment.RCI, New Delhi:Kanishka Publications.

- Mangal,S.K.(2011).Educating Exceptional Children. New Delhi.PHI learning Private Limited.

ELECTIVE OPTIONS (Semester-IV)

Course Title: Guidance and Counseling
Course Code: BED 404/1   Credits - 2
                                                                        Int : 30
                                                                        Ext:70

Objectives of the Course:
• To explain the concepts of guidance and counseling
• To demonstrate an understanding of vocational, educational and personal guidance
• To recognize the need of guidance and counseling in schools
• To describe the various testing and non testing techniques
• To know the qualities of a good counselor

COURSE CONTENT:

Unit-I: Introduction to Guidance
• Guidance: Aims and Principles.
• Need of Guidance [Educational, Vocational, Psychological Needs]
• Types of Guidance: Educational, Vocational and Personal.

Unit-II: Studying and Appraising an Individual
- Meaning ,Need and Importance of studying and appraising individuals in guidance
- Principles of studying and appraisal of students
- Testing and Non-Testing techniques for studying and appraisal of students
    a. Testing techniques: Intelligence tests, Aptitude tests and Personality tests.
    b. Non –testing techniques: Cumulative record cards, Case study, Interview, Observation.

Unit-III: Guidance Services:

- Purpose and Principles of Organization of Guidance Services.
- Organization of Guidance Services at Secondary Level.
- Role of Guidance Personnel [Head of the Institution, Teacher and Counselor] in Organization of Guidance Services in School.

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Unit-IV: Introduction to Counseling:
 • Meaning, Aims, Principles and Need of Counseling.
 • Types/Approaches of Counseling: Directive, Non-Directive and Eclectic
 • Counseling Interview
 • Difference between Guidance and Counseling.
• Counselor as a person: Qualities, Professional Ethics and Functions of Counselor.

Practical Assignments/Field Engagement
• To prepare a Cumulative Record.
• To prepare a Case Study and analysis of Case Study

Suggested Readings:
- Aggarwal,J.C.(2004). Educational Vocational Guidance and Counseling, Delhi: Doba House.
- Chauhan, S.S. (2008).Principles And Techniques of Guidance and Counseling, Delhi: Doba House Pvt .Ltd.
- Kocher, Sd.K.(2007). Educational; Guidance and Counseling, New Delhi: Sterling.