

Revised Study & Evaluation Scheme

of

Bachelor of Education (B.Ed.) [Applicable w.e.f. Academic Session 2017-18]

Approved by V.C. dated 11.10.2017



TEERTHANKER MAHAVEER UNIVERSITY
Delhi Road, Moradabad, Uttar Pradesh-244001
Website: www.tmu.ac.in



TEERTHANKER MAHAVEER UNIVERSITY
(Established under Govt. of U.P. Act No. 30, 2008)
Delhi road, Moradabad (U.P.)

Study & Evaluation Scheme
of
Bachelor of Education (B.Ed.)
SUMMARY

Programme	:	Bachelor of Education (B.Ed.)
Duration	:	Two year course
Medium	:	English/Hindi
Minimum Required Attendance	:	75%
Maximum credits	:	80
Minimum credits required for the degree	:	80

Evaluation of theory Papers	:	<table border="1"><thead><tr><th>External</th><th>Internal</th><th>Total</th></tr></thead><tbody><tr><td>60</td><td>40</td><td>100</td></tr></tbody></table>	External	Internal	Total	60	40	100
External	Internal	Total						
60	40	100						

Internal Evaluation of theory Papers	:	<table border="1"><thead><tr><th>Class Test I</th><th>Class Test II</th><th>Class Test III</th><th>Assignment</th><th>Attendance</th><th>Total</th></tr></thead><tbody><tr><td colspan="3">Best two out of the three</td><td></td><td></td><td></td></tr><tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>40</td></tr></tbody></table>	Class Test I	Class Test II	Class Test III	Assignment	Attendance	Total	Best two out of the three						10	10	10	10	10	40
Class Test I	Class Test II	Class Test III	Assignment	Attendance	Total															
Best two out of the three																				
10	10	10	10	10	40															

Evaluation of EPC & Practical	:	<table border="1"><thead><tr><th>External</th><th>Internal</th><th>Total</th></tr></thead><tbody><tr><td>50</td><td>50</td><td>100</td></tr></tbody></table>	External	Internal	Total	50	50	100
External	Internal	Total						
50	50	100						

Duration of examination	:	<table border="1"><thead><tr><th>External</th><th>Internal</th></tr></thead><tbody><tr><td>3 hrs</td><td>1.5 hrs</td></tr></tbody></table>	External	Internal	3 hrs	1.5 hrs
External	Internal					
3 hrs	1.5 hrs					

To qualify the course a student is required to secure a minimum of 45% marks in aggregate in each course including the semester-end examination and the teacher's continuous evaluation shall be essential for passing the course and earning its assigned credits. A candidate, who secures less than 45% marks in a course, shall be deemed to have failed in that course.

Question Paper Structure

- 1. The question paper shall consist of six questions. All six are compulsory. First question shall be of short answer type (not exceeding 50 words). Question No. 1 shall contain 8 parts representing all units of the syllabus and students shall have to answer any five (weightage 2 marks each).*
- 2. Remaining question will be one from each unit with internal choice. The student has to answer one of the two in each question. The weightage of Question No.2 to 6 shall be 10 marks each.*
- 3. Usually each question in the examination should be designed to have a numerical component, where part of syllabus.*

Faculty of Education
Two Year B.Ed. Syllabus 2017-18
First Year Syllabus of B.Ed. Programme
Semester - I

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total marks
Core Courses									
1.	BEDS 101	Childhood and Growing up	04			04	40	60	100
2.	BEDS 102	Contemporary India and Education	04			04	40	60	100
3.	BEDS 103	Language across the curriculum	02			02	40	60	100
4.	BEDS 104	Understanding Discipline and Subjects	02			02	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 151	Drama & art Education	00		04	02	50	50	100
Field Engagement									
7.	BEDS 152	Preliminary School Engagement (PSE-I)	00		04	02	50	50	100
		Total	14		08	18	300	400	700

First Year Syllabus of B.Ed. Programme

Semester- II

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 201	Learning and Teaching	04			04	40	60	100
2.	BEDS 202	Information & Communication Technology	02			02	40	60	100
3.	BEDS 203	Knowledge and curriculum	04			04	40	60	100
4.	BEDS 204	Physical, Health and Yoga Education	02		04	04	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 251	Reading and Reflecting on texts	00		04	02	50	50	100
Field Engagement									
7.	BEDS 252	Preliminary School Engagement (PSE-2)	00		04	02	50	50	100
		Total	14		12	20	300	400	700

Second Year B.Ed. Syllabus Semester – III

S.No.	Course Code	Course/Paper	Credits	Evaluation Scheme		
				Internal	External	Total Marks
Practical						
1.	BEDS 351	School Internship	16	50	50	100
2.	BEDS 352	Evaluation of Teaching Skill-I	02	50	50	100
3.	BEDS 353	Evaluation of Teaching Skill-II	02	50	50	100
	Total		20	150	150	300

This semester shall entail a school internship of 16 weeks where in the 1st week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation in the next 15 weeks of internship the student teacher shall be engaged in teaching experience.

Semester – IV

S.No .	Course Code	Course/Paper	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 401	Gender: School and Society	04			04	40	60	100
2.	BEDS 402	Inclusive Education	04			04	40	60	100
3.	TMU-X01	Environmental Studies	04			04	40	60	100
4.	BEDS 404	Assessment of Learning	04			04	40	60	100
Optional Courses (Select Any One)									
5.	BEDS 411	Education of the Marginalised Groups	02			02	40	60	100
	BEDS 412	School Leadership	02			02	40	60	100
	BEDS 413	Work Education	02			02	40	60	100
	BEDS 414	Adult & Population Education	02			02	40	60	100
	BEDS 415	Life Skills Education	02			02	40	60	100
	BEDS 416	Guidance and Counseling	02			02	40	60	100
	BEDS 417	Human Value and Ethics	02			02	40	60	100
Practical									
Enhancing Professional Capacities (EPC) Course									
6.	BEDS 451	Critical Understanding of ICT	00		04	02	50	50	100
7.	BEDS 452	Understanding the Self	00		04	02	50	50	100
		Total	18		08	22	300	400	700

Faculty of Education
Two Year B.Ed. Syllabus 2017-18
First Year Syllabus of B.Ed. Programme
Semester - I

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total marks
Core Courses									
1.	BEDS 101	Childhood and Growing up	04			04	40	60	100
2.	BEDS 102	Contemporary India and Education	04			04	40	60	100
3.	BEDS 103	Language across the curriculum	02			02	40	60	100
4.	BEDS 104	Understanding Discipline and Subjects	02			02	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 151	Drama & art Education	00		04	02	50	50	100
Field Engagement									
7.	BEDS 152	Preliminary School Engagement (PSE-I)	00		04	02	50	50	100
		Total	14		08	18	300	400	700

Childhood and Growing up

Course Code – BEDS 101

L	T	P	C
4	-	-	4

Objectives : To enable the student-teacher to-

- Understand the psychology as a scientific discipline and its application in education.
- Acquire knowledge and to understand the stages of human development and development tasks with special reference to adolescent's learners.
- Develop understanding of process of children learning in the context of various theories of learning.
- Understand the development of personality and identify the types and traits of personality.
- Understand the concept of intelligence and the process of memory.

Unit I : Introduction to Concept and Process of Childhood Development :

- Meaning of Childhood development, Principles of development
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning
- Facilitating Holistic development for self and society
- Procedure for studying Children-Observation, Interview and Case Study.

Unit II : Theories of Childhood Development and their Significance :

- Erik Erikson's Psychosocial Theory,
- Piaget's Cognitive Theory,
- Arnold Gesell's Maturation Theory,
- Bandura's Social Learning Theory,
- Bronfen Brenner's Ecological Theory,
- Vygotsky's Socio-cultural Theory
- Noam Chomsky's Processing Theory

Unit III : Childhood and Adolescence :

- Defining Childhood and Adolescence as a distinct stage
- Adolescence special feature and challenges
- Characteristics and developmental task of Childhood and Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).

Unit IV: Family School and Community:

- The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family.

- School –Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.
- Community- Meaning and Function of Community, case study of a community-linked programme at local/national/international level.

Unit V : Issues and Concern in Childhood and Adolescence :

- Children with difficult circumstances and Understanding of them-Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children-Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Anastasi, A. & Urbina, S. Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education.
- Atwata, E. Adolescence. New Jersey: Prentice Hall.
- Berk, L.E Child Development . Allyn & Bacon. Boston,
- Berk, L E Child Development. PHI learning Pvt ltd, New Delhi
- Bhargava,V. Adoption in India: Policies and Experiences. New Delhi: Sage Publications
- Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd.
- Erikson, E.H. Identity: Youth & Crises. London: Faber & Faber.
- Reeta Chauhan Childhood & Growing up, Agarwal Publication.

*** Latest editions of all the suggested books are recommended.**

Contemporary India and Education

Course Code – BEDS 102

L	T	P	C
4	-	-	4

Objectives : To enable the student-teacher to-

- Understand concept of education and history of Education.
- Understand the national goals according to Indian Constitution
- Understand diversity of Indian society
- Develop understanding of classroom in social context
- Understand educational heritage
- Develop understanding of policy frameworks for public education
- Understand issues of contemporary Indian society

Unit I : Education and Indian Society :

- Education : Concept, process, basis and nature, Concept of education at different stages and functions of education
- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provision.

Unit II : Philosophical and Educational Thoughts:

- Relationship between Philosophy and Education
- Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implications
- Eclectic tendencies in education

Unit III: Philosophical and Educational Thoughts of Thinkers:

- Thinkers on Education – Western thinkers-Plato, Rousseau, Froebel, Montessori, Dewey
- Indian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda, Shri Aurobindo Ghosh, J. Krishnamurti

Unit IV: Policy Frameworks for Public Education :

- Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (P.O.A., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005.
- Programme for children.- Integrated Child Developmental Scheme (ICDS);
- Integrated Programme for Street Children, Child-line service.

Unit V : Issues and concerns in education :

- Different forms of diversity and inequality, its implication for education – Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, Role of education equality in social change.

- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national integration, vocationalization of education and skill development.
- Laws, Policies and Programmes for Children within the framework of Human Rights

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Anand, C.L. *et al The teacher and education in emerging Indian society*, New Delhi: NCERT
- Sharma, R.A. *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut
- Pandey, R. *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad
- Pathak, P.D. & Tyagi, G.S.D. *Principle of Education*, Vinod Pustak Mandir, Agra
- G.O.I. (1966) *Report of education commission : Education and national development*, New Delhi: Ministry of Educaiton
- G.O.I. (1986) *National policy of education*, New Delhi: MHRD
- G.O.I. (1992) *National policy of education* New Delhi: MHRD
- G.O.I. (2009) *The right of children to free and compulsory education Act 2009*
- G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009*
- Kumar, K. *Politics of education in colonial India*, Rout ledge
- Naik, J.P. and Narullah, S. *A students' history of education in India* Macmillan
- NCERT (2005). *National curriculum framework for school education*, New Delhi : NCERT.
- NCERT (2006). *Position paper – National focus group on gender issues in education*, New Delhi : NCERT
- Saxena, N.R.S. *Principles of education*, Meerut : International Publishing House.

*** Latest editions of all the suggested books are recommended.**

Language Across The Curriculum

Course Code – BEDS 103

L T P C
2 - - 2

Objectives : To enable the student-teacher to-

- Develop sensitivity to the language diversity existing in the classroom
- Understand nature of classroom discourse and develop strategies for using oral language in the classroom
- Develop listening and speaking ability
- Understand interplay of language and society
- Prepare background for sound reading
- Understand multilingualism in the class

Unit I : Language and Society :

- Relationship between language and society : identity, power and discrimination
- Multilingualism: differential status of Indian classroom language, dialects vs standard language.

Unit II : Language Development and Acquisition :

- Theories of language development and its implementation in teaching, Psychological basis of language.
- Language acquisition: stages, language and thought, Language acquisition and cognitive development, language in different contexts.

Unit III : Classroom Discourse :

- Classroom discourse : meaning, nature and medium,
- Importance and elements of oral language, Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- Role of teacher in classroom discourse.

Unit IV : Reading, Listening and Speaking :

- Need and importance of Reading, Listening and Speaking
- Types of reading : Skimming and scanning, strategies for effective reading : loud and silent readings,
- Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation,
- Speech defects – lispings, slurring, stuttering and stammering and role of teacher in their resolution.

Unit V : Developing Writing Skills :

- Need and importance of writing,
- Making reading writing connections,
- Strategies of writing for children – note taking, erryizing, Analysing children"s writings, Text book analysis.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Agnihotri, R.K. Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books.
- Eller, R.G. Johnny can't talk, either : The perpetuation of deficit theory in classrooms, -*The Reading Teacher*, 670-674
- Sinha, S. Acquiring literacy in schools. *Seminar*, 38-42
- Thwaite, A. and Rivalland, J.How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32 (1), 38
- Anderson, R.C. Role of reader's schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press.
- Grellet, F. *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press.
- Snehalata Chaturvedi *Language Across the Curricular*, Agarwal Publication. Agra

*** Latest editions of all the suggested books are recommended.**

Understanding Disciplines and Subjects

Course Code – BEDS 104

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Understand the nature and role of disciplinary knowledge in the school curriculum.
- Conceptualize the paradigm shifts in the nature of disciplines.
- Know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Critically evaluate the knowledge from a broad range of disciplines.

Unit I : Disciplinary Knowledge :

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum.
- History of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Paradigm shift in the nature of discipline.

Unit II : Syllabus and Content in Disciplinary Areas :

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.
- Criteria of inclusion and exclusion of subject area from the school curriculum.

Unit III : Notion of the Disciplinary Doctrine :

- Discipline oriented vs. learner oriented school subject,
- School subject as the tool of social reconstruction and national development.

Unit IV : Advancement of Knowledge and Sea Changes in Disciplinary Areas :

- In respect of Social Science, Science, Math and Language.

Unit V : Designing of Discipline and Subject :

- Differentiate among curriculum, syllabus and text book,
- Designing of curriculum, syllabus and text book,
- Criteria of selection of good text books, magazine and journals,
- Importance of practical, community and intuitive of tacit knowledge in the design of school subject.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Naik, J.P., & Nurullah, S. A students' history of education in India
- . Macmillan NCERT.National curriculum framework. NCERT.
- Apple, M.W. Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.
- Apple, M.W., Au, W., & Gandin, L.A. (The Routledge international handbook of critical education. Taylor & Francis.
- Apple, M.W., & Beane, J.A. Democratic schools: Lessons in powerful education. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
- Armstrong, M. The practice of art and the growth of understanding. In Closely observed children: The diary of a primary classroom (pp. 131–170). Writers & Readers
- Jain payal Bholā & Ruhela Understanding Disciplines & Subjects, Agarwal Publication, Agra.

*** Latest editions of all the suggested books are recommended**

Pedagogy of Hindi

Course Code – BEDS 131/231

L	T	P	C
2	-	-	2

Objective : To enable the student-teacher to-

- Define the nature, need & principles of teaching Hindi language.
- Explain different methods of teaching of Hindi.
- Demonstrate the use of various audio visual aids.
- Explain objectives and steps of teaching prose, poetry & grammar of Hindi.
- Explain the meaning of evaluation and its techniques to assess the performance in Hindi.

Unit I

- The nature and characteristics of Hindi language, it's phonology, morphology and syntax.
- The importance of Hindi in the school curriculum in India.
- Aims and objectives of teaching Hindi at secondary and Higher secondary stages.

Unit II

- General principles of curriculum construction.
- A critical appraisal of the existing secondary school curriculum in Hindi.
- General Principles of Teaching Hindi.
- Problems of teaching Hindi at school level.

Unit III

- Audio – visual Aids for teaching of Hindi.
- Use of test book and criteria of a good text book of Hindi.
- Qualities of a good Hindi teacher.
- Language (Hindi) room and library.

Unit IV

- Methods of developing listening, speaking, reading and writing skills.
- Methods and techniques of improving pronunciation and correcting spelling mistakes.
- Methods of teaching prose, poetry, drama, story, composition and grammar.
- Planning of lessons for prose, poetry, drama, story, composition and essay writing.
- Use of literary activities in teaching of Hindi.

Unit – V

- Evaluation: meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Hindi.
- Diagnostic tests and remedial teaching.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Chhatriya. K. Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra. Mangal, Uma; Hindi Shikshan, Arya Book Depot, Delhi.
- Pandey, R.S. Hindi Shikshan, Vinod Pustak Mandir, Agra.
- Singh, N.K. madhyamic Vidhyalayan mein hindi shikshan, Rajasthan Hindi granth academy, Jaipur.
- Singh, Savitri. Hindi Shikshan, Loyal book Depot, Meerut.
- Shrivastava R.P. Teaching of Reading, Bahri publication, New Delhi. Girish, Pachauri, Hindi Shikshan] R. Lal Book Depot, Meerut.
- 'kek] ekrZM%fglhh f'k{k.k] 'k]nk i qrd Hkou] bylgkcln A

*** Latest editions of all the suggested books are recommended.**

Pedagogy of English

Course Code – BEDS 132/232

L	T	P	C
2	-	-	2

Objective : To enable the student-teacher to-

- Understand, read, write, and speak with intelligible pronunciation using present day English and current usages.
- Explain the concept of English and its elements.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Critically explain various teaching methods.
- Develop various competencies in English language.

Unit I

- The nature and characteristic of English language.
- Aims and objectives of teaching English at the secondary and higher secondary stage.
- Present position of English in the school curriculum and its importance in India.
- General principles of English curriculum construction
- Board principles of teaching English.

Unit II

- Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach.
- The procedures of teaching prose, poetry, translation and composition.

Unit III

- Place of Grammar in teaching of English.
- Advantages and disadvantage of teaching Grammar.
- Audio-visual Aids in teaching of English.
- Low cost and no-cost teaching aids. In teaching of English.
- Qualities of a good English teacher.

Unit IV

- Evaluation: meaning and importance.
- Tools and devices of evaluation.
- Comprehensive and continuous evaluation in English.
- Preparation of achievement test.

Unit V

- Lesson planning- in English prose, poetry, translation and composition.
- A critical appraisal of the existing secondary school curriculum in English.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Chaturvedi, M.G. A contractive study of Hindi – English phonology’.
- Frisby, A.W. Teaching English : Notes and comments in teaching English.
- Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.
- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
- Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut.
- Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra.

*** Latest editions of all the suggested books are recommended.**

Pedagogy of Sanskrit

Course Code – BEDS 133/233

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Explain the nature, need & principles of teaching Sanskrit language.
- Describe different methods of teaching Sanskrit.
- Demonstrate the use of various audio visual aids.
- Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- Define the meaning of evaluation and different techniques of evaluation.
- Organize co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other competitions)

Unit I

- Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language.
- Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.

Unit II

- Need, bases and principles of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.

Unit III

- Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit- Characteristics and Evaluation procedure of text book.

Unit IV

- Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit V

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Comprehensive and continuous Evaluation in Sanskrit.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- 'kekZ f'k[Mk^l ldr f'k{k.k** vxoky ifcydsku] vlxjka
- ik.Ms MKW jke'kdy] l ldr f'k{k.k] foukn i qrd eflnj] vlxjka
- oRI MKW ohO,yO ^l ldr f'k{k.k** foukn i qrd eflnj] vlxjka
- erry MKW l rksk^l ldr f'k{k.k **] vkjOyky cpl fMi k ejBA

*** Latest editions of all the suggested books are recommended**

Pedagogy of Social Science

Course Code – BEDS 134/234

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Appreciate the need for learning Social Science.
- Develop the knowledge about the basic principles governing the construction of social science curriculum.
- Develop the classroom skills needed for teaching of social science using modern methodology.
- Acquire the ability to plan for instruction.
- Acquire the ability to develop instructional support materials.

Unit I

- The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology.
- Objectives of teaching social science at upper primary and higher secondary levels. Discipline - oriented teaching of social science and social reconstruction approach.
- Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing social science curriculum in terms of correlation, integration, unit and chronological approaches.

Unit II

- Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture – cum discussion, project and source method, socialized recitation and supervised studies.
- Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches
- Lesson Planning – specification to clarify planning vise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples.
- Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level.

Unit III

- Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions
- Audio-visual aids – need, types and its uses in Social Science teaching.
- Qualities of a good social science teacher.

Unit IV

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the underlying importance of the subject.
- Team teaching.
- Organization of social studies club.
- Organization of thought provoking programmes like Quizzes, word searches etc.

Unit V

- Purpose of evaluation in social Science, formative & summative evaluations and their features.
- Diagnostic test and remedial teaching. Objective and essay type.
- Comprehensive and continuous Evaluation in Social Science.
- Preparation of achievement test.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings:

- Sharma, R.A. 'Teaching of social studies' – R.Lal Book Depot, Meerut.
- Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lal Book Depot, Meerut.
- Sahu, Surendra Kumar, 'Teaching of social science'.
- Wesley, E.b. Teaching Social studies in high school.
- Bining & Bining, 'Teaching social studies in secondary school'.
- jkBlg]MNdq eyrk^l kelftdfoKkuf'k{k.k**]vkj0yky0 cpl fMi k\$ ejBA
- exy ,oafI l k\$; k] ^ l kelftd v/; ; u f'k{k.k**
- fl g ,oajktiur] ^ l kelftd foKku vlg mudk f'k{k.k**
- R; kxh] xq l junkl] ^l kelftd v/; ; u dk f'k{k.k** foukn i qrd eflhj] vlxjka

* Latest editions of all the suggested books are recommended

Pedagogy of Computer Science

Course Code – BEDS 136/236

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing instructional accessories.
- Know the methods of planning instruction for the classroom.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

Unit I

- Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- Objectives based teaching of computer science-
- General objectives of teaching computer science.
- Classification of educational objectives (Bloom's taxonomy).
- Statement of specific objectives in behavior terms.

Unit II

- Co-operative Learning Approach, Demonstration-cum-Discussion Method.
- Personalized Instruction
- System Approach
- Multimedia Approach.

Unit III

- Importance of Planning a lesson.
- Importance, Preparation and use of learning Aids.
- Organizing a computer Laboratory

Unit IV

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Development of test items objective type, short answer type, essay type.
- Preparation of an Achievement Test.
- Analysis and Interpretation of Test results

Unit V

- Basic Programming.
- Data Representation.
- Computer Organization
- Operating Environment.
- Computer Network.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings

- Agarwal V.B. Computer Science for Class XII
- Dayal, Deam, Gottfried, D. Computer Science for Class XI and XII outlines of theory and problems of programming with Basic including expanded micro computer basic section, New York : MC Graw Hill Publication.
- Sharma, A.H. Computer Science for Class XI and XII.
- Hunt, Jaggi, Raja Raman V. "Computer Science for class XII' fundamentals of computer : PHI Publications.
- Goel, Hemant Kumar "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- xls y] gælr dækj] ^dEl; Wj foKku f'k{k.k' vkj yky çp fMi kð ejBA xls y] gælr dækj] dEl; Wj f'k{k} vkj yky çp fMi kð ejB
- ;kno] dðdð] ^dEl; Wj f'k{k}* vxðky ifcydskul] vlxjka
- vjlkj] jætuk] ^f'k{k es dEl; Wj , oal pkj dskylædk ið , oafodkl **] vxðky ifcydskul] vlxjka

*** Latest editions of all the suggested books are recommended**

Pedagogy of Home Science

Course Code – BEDS 137/237

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop a board understanding of the principles and procedures used in Modern Home Science education.
- Develop their essential skills for practicing modern Home science education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit I

- The concept of Home Science: Meaning and components; place of home science in secondary education.
- Aims and objectives of teaching of Home Science at secondary and higher-secondary level.
- Writing objectives in behavioral term.
- Correlation of Home Science with other school subjects.

Unit II

- Foods, Nutrition and Health.
- Child Care.
- Fiber and Fabric.
- Home Management – importance of planning, principles of budget making.
- Hygiene and sanitation.

Unit III

- General principles and methods of teaching Home Science – project method, discussion method, demonstration, practical, individual work.
- Micro-teaching skills – explanation, questioning, illustration, stimulus – variation and black board writing.

Unit IV

- Development and designing of curriculum.
- Teaching aids – classification, importance and uses.
- Concept of lesson plan, preparation of lesson plan.
- Criteria of Good text book.
- Planning of space and equipment of Home Science laboratory.

Unit V

- Evaluation in Home Science – Meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Home Science.
- Evaluation devices – Written, oral, observation, practical work, assignment.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut.
- 'keZ , .M I DI sIk ^xgfoKku f'k{k.k** vkj0yky cpl fMik\$ ejBA
- MKW efgek xqrk] ^xgfoKku f'k{k.k** vkj0yky0 cpl fMiksejBA
- t0iH'kjh] ^ xgfoKku f'k{k.k**] & vx0ky ifcyd\$klI] vkxjIA

*** Latest editions of all the suggested books are recommended**

Pedagogy of Mathematics

Course Code – BEDS 138/238

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organized the library and book in it as per the needs.
- Appreciate and organize activities to develop aesthetic of mathematics.
- Obtain feedback both about teaching as well as students learning.

Unit I

- Meaning and nature of mathematics, Uses and significance of Mathematics
- Contribution of Indian Mathematician – AryaBhatt, Brahmagupta, Bhaskarachrya and Ramanujam.
- Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes.
- Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage.
- Objectives of teaching mathematics in terms of behavioral outcomes.

Unit II

- Methods: inductive – deductive, analytic – synthetic, problem solving, heuristic, project, laboratory.
- Techniques: oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping.

Unit III

- Meaning and Importance of lesson plan
- Performa of lesson plan (Herbart , Bloom, RCEM and NCERT approaches)and its rationale for unit plan and year plan.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR.
- Application of computer in teaching of Mathematics, CAI

Unit IV

- Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children.
- Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library.
- Text book in mathematics – qualities of a good text book in mathematics.
- Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.

- Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club

Unit V

- Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development.
- Need of Evaluation.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Diagnostic testing and remedial teaching.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings:

- Davis, D.R. The teaching of mathematics', Addison Wesley press, London.
- Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saunders company, London.
- Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir, Agra.
- Pratap, Naresh, Teaching of mathematics, R.Lall book Depot, Meerut.
- jkor] ,e0, l 0 , .M vxoky , e0Mh0 ^xf.kr f'k{k.k* foukn i qrd eflnj] vlxjkA
- fl g] l kju & xf.kr f'k{k.k, vxoky ifcydskll] vlxjk A

*** Latest editions of all the suggested books are recommended**

Pedagogy of Physical Science

Course Code – BEDS 139/239

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- Create interest and develop scientific attitude among the students.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Organize science exhibitions, science fair, and other activities.

Unit-I

- Nature of science, Impact of science on modern communities
- Globalization and Science.
- Correlation of science with other subjects
- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy of educational objectives.
- Writing instructional objectives.

Unit-II

- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method.
- Innovative instructional method: Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching, Team teaching and CAI (Computer Assistance Teaching).

Unit-III

- Unit planning and Lesson planning: basic elements, characteristics, significance
- Use of RCEM approaches in developing lesson plan
- Designing Lesson plan for science teaching in school
- Teaching learning materials and improvised apparatus importance and construction.

Unit IV

- Curriculum organization using procedures like concentric, topical, process and integrated approaches,
- Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides
- Co-curricular Activities: Excursion, Science museums, Science club, Science Projects and Science fair

Unit V

- Concept of evaluation & measurement, Formative and summative evaluation
- preparing various kinds of objectives tests.

- Diagnostic testing and remedial teaching
- Preparation of achievement test

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press, Paris.
- Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56 (3).
- Sharma, R.C. 'Modern Science teaching', Dhanpat Rai and sons, Delhi.
- Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut.
- **HWukxj] ,0oh0 %^fQftdy l kbll f'k{k.k** vkj0yky0 cpl fMi k] ejBA**
- **ekgsojh] ch0d0 %^foKku f'k{k.k**] Jh foukn i qrd eflnj] vlxjka**
- **fo'ukb] mlufR %^foKku f'k{k.k**] vkj0yky0 cpl fMi k] ejBA**
- **dyJ\$B] ,0d0 %foKku f'k{k.k] vxoky ifcydsll] vlxjka blVju\$A**

*** Latest editions of all the suggested books are recommended**

Pedagogy of Biology

Course Code – BEDS 140/240

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Develop a broad understanding of the principles and procedures used in modern life science education.
- Develop their essential skill for practicing modern lifescience education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit I

- Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities.
- Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction.
- General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy.
- Concept of entering and terminal behavior.

Unit – II

- Methods – Lecture, Demonstration, Heuristic, project, laboratory, problem solving.
- Techniques – Team teaching, Micro-teaching, computer assistance teaching.

Unit III

- Non formal approaches to file science like:
 - Biology club
 - School gardening.
 - Maintenance of aquariums, herbariums and vivarium.
 - Excursions.
 - Life Science project.

Unit IV

- Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science)
- Developing unit plans and lesson plans.
- Principles and approaches for curriculum development, curricular framing according to local needs.
- Critical evaluation of the present Life science curriculum at the secondary stage and suggestion for its improvement.

Unit V

- Preparation and development of improvised apparatus,
- Preparation, selection and use of teaching aids.
- Curriculum accessories and support material – text books, journals, handbooks, student's work book.
- Developing tests for measuring specific outcomes – cognitive outcomes, affective outcomes and psychomotor outcomes.
- Preparation of achievement test.
- Measurement: meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings:

- Green. T.C. The Teaching and learning biology,' Allman and sons, London.
- Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra.
- Pahuja, sudha: 'Teaching of Life science,' R.Lall Book Depot, Meerut.
- **ekgsojh] ch0d0 %tho foKku] f'k{k.k vkj0yky0 cpl fMik] ejBA**
- **HKVukxj] ,0ch0 %tho foKku f'k{k.k 'kjk i qrd Hkou]bykgkcnA**
- **I m] t0d0 t0od foKku f'k{k.k] jktLFku fgnh xlfk vdkneh] t ; i jA**
- **Hk{k.k] 'k]yhn% thofokkuf' k{k.k]vx0ky i fcyds kll jvxjka**

*** Latest editions of all the suggested books are recommended**

Practical

Enhancing Professional Capacities (EPC)

Drama & Art Education

Course Code – BEDS 151

L T P C
- - 04 02

Objectives:

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National Curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

Objectives: To help student-teachers to-

- Enhance awareness of the rich cultural heritage, artist & artisans.
- Gain direct experiences
- Make students believe in the dignity of labour
- Develop creativity and aesthetic sensibilities in students for responding to the beauty in different art forms.
- Enhance understanding of different art forms & their impact on human mind.
- Overall development by integrating curricular & co-curricular activities.

Activities

- An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories- Paper meshing, Pot Decoration, Wall hanging, Paper cutting, Flower making, Candle Making, Embroidery, Soft toys making, Weaving or printing of textiles, Making of poster, Making of Rangoli, Making of Puppets etc.
- Visit to place of art, exhibitions & cultural Festivals & preparation of a report.
- Interpretation of art work, movies & other media & preparation of a report on local cultural & art forms,
- Theme based project covering social, economic, cultural & scientific aspect.
- Street drama based on any social issue.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Preliminary School Engagement (PSE-I)

Course Code – BEDS 152

L T P C
- - 04 02

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To learn, relate and communicate with children.

School Experience: Details during Internship (2weeks)

- During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

School engagement and practical shall be evaluated as follows:

		Internal Marks
1.	Observation of school activities and preparation of report	20
2.	Evaluation of teaching skills (through microteaching)	30
	Total	50

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

Practical	External Examiner (Marks 50)
Performance	20
File Work	20
Viva	10
Total	50

First Year Syllabus of B.Ed. Programme

Semester- II

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 201	Learning and Teaching	04			04	40	60	100
2.	BEDS 202	Information & Communication Technology	02			02	40	60	100
3.	BEDS 203	Knowledge and curriculum	04			04	40	60	100
4.	BEDS 204	Physical, Health and Yoga Education	02		04	04	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 251	Reading and Reflecting on texts	00		04	02	50	50	100
Field Engagement									
7.	BEDS 252	Preliminary School Engagement (PSE-2)	00		04	02	50	50	100
Total			14		12	20	300	400	700

Learning and Teaching

Course Code – BEDS 201

L	T	P	C
4	-	-	4

Objectives: To enable the pupil teacher-

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories;
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners;
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process;
- Understand the concepts of professionalism and be encouraged to develop competencies to act as professionals;
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction;

Unit I: Process of Knowing and Learning:

- Concept and meaning of Education, Goals of Education.
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles & types
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques, Maslow's theory

Unit II: Approaches to Learning:

- Concept, theories and educational applicability of following approaches to learning
- Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning
- Humanistic Approach : Roger's Social Learning Theory
- Cognitive Approach : Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory
- Constructivism : cognitive constructivism and social constructivism (concept and features)

Unit III: Differences in Individual Learners:

- Intra and Inter Individual differences : meaning, dimensions and factors
- Intelligence : nature, theories- Thurstone's Theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment
- Personality: meaning and types, Allport's Trait theory.
- Freud's Psychoanalytical theory
- Creativity : concept, factors and nurturing creativity

Unit IV: Classroom Dynamics and Role of teacher:

- Classroom climate and group dynamics
- Development of inter personal relationships, use of socio-metric techniques,

- Teacher as a leader of group and facilitator of learning
- Teacher's accountability
- Professional ethics and code of conduct for teachers in formal schools

Unit V: Teaching as a Complex Activity:

- Concept of Teaching : meaning, definition, characteristics, forms
- Levels of Teaching : memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Bower and Hilgard (5th ed.) *Theories of Learning* New Delhi: Prentice Hall
- Bruner, J.S. *A Study of Thinking*, New York: John Wiley
- Chand, Tara and Prakash, Ravi *Advanced Educational Psychology* New Delhi:
- Kanishka Publications
- Chauhan, S.S. (6th ed. Revised) *Advanced Educational Psychology* New Delhi:
- Vikas Publishing House
- Kundu, C.L. and Tutoo, D.N. *Educational Psychology*. New Delhi: Sterling
- Publishers Pvt. Ltd.,
- Kuppuswamy, B. *Advanced Educational Psychology* New Delhi Sterling
- Publishers
- Mangal, S.K. *Advanced Educational Psychology*, Prentice hall of India, New
- Delhi. New York.
- Basics in Education-Textbook for B.Ed course, NCERT
- Dr. A.B. Bhatnagar *Learning and Teaching*, R. Lal Publication. Meerut

*** Latest editions of all the suggested books are recommended**

Information and Communication Technology

Course Code – BEDS 202

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Understand the meaning, nature and scope of ICT in Education.
- Understand the changes occurring due to implication of ICT in Education.
- Appreciate the application of ICT in enrichment of curriculum.
- Understand ICT supported teaching learning strategies and KnowAnd different ICT based support services.
- Get acquainted with e-learning & development in ICT.

Unit- I

- ICT meaning, importance and tools of ICT.
- Relevance of ICT in education [Radio, Television, Computer].
- Use of Audiovisual Media
- Role of ICT in Construction of Knowledge.

Unit-II

- Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching.
- Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI.
- Multimedia: Electronic media, print media and mass media.

Unit III

- Online educational resources: Concept, features and application.
- E- mail
- Teleconferencing,
- Social networking
- Online libraries.

Unit-IV

- Computer- Definition, Main Units.
- Characteristics, Classification of Computer.
- Computer Hardware-input-output devices.
- Functional knowledge of operating computer.

Unit V

- ICT and curriculum enrichment – child centered curriculum, activity centered curriculum, web based resources.
- ICT in educational administration and management:- e- learning On-line admission.
- E content,e magazine, e journal, edusat

- Concept of technology in education, components- Hardware and Software , Difference between software and Hardware.
- Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Assessment and Evaluations - P.G. Pnag.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - Mohenty Laxman.
- NCF 2005.
- NCFTE 2009.
- NCERT position Paper on Educational Technology.
- National policies on ICT in School Education.
- Computer and Communication Technology—Smita Srivastava

*** Latest editions of all the suggested books are recommended**

Knowledge and Curriculum

Course Code – BEDS 203

L T P C
4 - - 4

Objectives: To enable the student-teacher to-

- Understand the epistemological and sociological bases of education.
- Differentiate between different epistemological terms.
- Comprehend modern child centered education.
- Focus on the historical changes introduced by industrialization and democracy.
- Conceptualize nationalism, universalism and secularism in relation to education.
- Conceptualize meaning and perspectives of curriculum.
- Comprehend bases and process of curriculum development.
- Develop skills to critically analyse various samples of text books and curriculum evaluation.
- Understand relationship between power, ideology and curriculum.

Unit I : Knowledge Generation and Child-centred Education :

- Knowledge meaning and facets
- Process of knowing, Different ways of knowing
- Organization of knowledge in schools
- Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,

Unit II : Sociological Bases of Education :

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Values in the emerging social context
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

Unit III : Concept of Curriculum :

- Meaning and Nature of curriculum, its need in schools.
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- Translation of syllabus into textbooks
- Curriculum visualization at national, state, school and class level.

Unit IV : Curriculum Determinants and Curriculum Development :

- Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts
- Considerations in curriculum development : (at the school level) – structure of characteristics, relevance and teachers' experiences, specificity of educational objectives, issues like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

Unit V : Curriculum and Textbooks Evaluation :

- Understanding the relationship between curriculum, syllabus and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Dewey, J. *Democracy and Education*, Couries Daver Publications
- Freire, P. *Pedagogy of Freedom : Ethics, democracy and civic courage*, Rowman and littlefield
- Hirst, Paul H. *Knowledge and curriculum*, Routledge publication
- Kelly, A.V. *The curriculum: Theory and practice*. Sage publications
- Jhoklro] , l 0, l 0 , oaproph] , e0th0iB; p; k/ vlg f'k{k.k fof/k; kll t; ij % f'k{k izdk'ku
- ; kno] fl ; kje iB; Øe foll; k/ A vlxjk % vxoky izdk'ku
- Letha, Ram Mohan *Curriculum, instruction and evaluation*, Agra :Agarwal Publication
- Schilvest, W.H. *Curriculum: Prospective paradigm and possibility*, Macmillan
- Tyler, R.W. *Basic principles of curriculum and instruction*
- Taba, Hilda .*Curriculum Development. Theory and Practice*, Har Court, Brace and Wald, New York
- Kelley, A.B. *The curricular Theory & Practice*. Harper and Row, U.S
- Basics in Education-Textbook for B.Ed course, NCERT
- Poonam Madan *Knowledge and curriculum*, Agarwal Publication.

*** Latest editions of all the suggested books are recommended**

Physical, Health and Yoga Education

Course Code – BEDS 204

L T P C
2 - 4 4

Objectives : To enable the student-teacher to-

- Introduce the concept of holistic health.
- Understand the various dimensions and determinants of health.
- Acquaint them with school health programme and its importance.
- Understand the need and importance of physical education.
- Make them aware of the benefits of physical fitness and activities for its development.
- Introduce them the need of Yoga and its importance.

Unit:-I Health

- Introduction, Definition and Meaning of health & health education
- Dimensions of health & Determinants of health
- Meaning & Importance of balanced diet
- School health programme and role of teacher in development of health

Unit: -II Physical Fitness

- Definition, Meaning and Types of physical fitness
- Factors affecting physical fitness
- Benefits of Physical Fitness
- Importance of physical activities at school level
- Principles of physical fitness

Unit:-III Health Problems in India

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Explosive Population.
- Personal and Environmental Hygiene for schools
- Objectives of school health services, Role of health education in schools

Unit:-IV Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Introduction to Ashtang Yoga
- Classification of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

Unit V: Meditation & Stress Management

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation at school level
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

Practical: As per the topic mentioned above the concerned faculty will give them practical exposé as well as practical assignment and this will be evaluated as an integral part of the internal assessment.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings:

- Dr. Ajmer Singh Essentials of physical Education. Ludhiana: Kalyani publishers.
- Daryl Sydentop Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dr. A.K.Uppal and Dr. G. P. Gautam Physical education and Health. Delhi: Friends publisher.
- Dr. Sopan Kangane and Dr. Sanjeev Sonawane Physical Education (D. Ed.). Pune: Nirali publication.
- Krishna Patel Physical Health and Yoga Education, Agarwal Publication, Agra.
- Rajeev Jain Trilok Sampoon Yog Vidhya, Bhopal: Manjul Pub.
- C.S Gore. Yoga and Health, New Delhi: Sports Publication.
- Wazir Singh. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors.
- I.N Singh. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise.
- Dr. Sanjay R. Agashe. Introduction to Health Education, New Delhi: Khel Sahitya Kendra.
- Dr. Anil Kumar Tripathi. Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra,
- Prof A.M Moorthy. Management of Health Education(Part-II), Delhi: Friends publisher.

*** Latest editions of all the suggested books are recommended**

Pedagogy of Hindi

Course Code – BEDS 131/231

L T P C
2 - - 2

Objective : To enable the student-teacher to-

- Define the nature, need & principles of teaching Hindi language.
- Explain different methods of teaching of Hindi.
- Demonstrate the use of various audio visual aids.
- Explain objectives and steps of teaching prose, poetry & grammar of Hindi.
- Explain the meaning of evaluation and its techniques to assess the performance in Hindi.

Unit I

- The nature and characteristics of Hindi language, it's phonology, morphology and syntax.
- The importance of Hindi in the school curriculum in India.
- Aims and objectives of teaching Hindi at secondary and Higher secondary stages.

Unit II

- General principles of curriculum construction.
- A critical appraisal of the existing secondary school curriculum in Hindi.
- General Principles of Teaching Hindi.
- Problems of teaching Hindi at school level.

Unit III

- Audio - visual Aids for teaching of Hindi.
- Use of text book and criteria of a good text book of Hindi.
- Qualities of a good Hindi teacher.
- Language (Hindi) room and library.

Unit IV

- Methods of developing listening, speaking, reading and writing skills.
- Methods and techniques of improving pronunciation and correcting spelling mistakes.
- Methods of teaching prose, poetry, drama, story, composition and grammar.
- Planning of lessons for prose, poetry, drama, story, composition and essay writing.
- Use of literary activities in teaching of Hindi.

Unit – V

- Evaluation : meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Hindi.
- Diagnostic tests and remedial teaching.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Chhatriya. K. Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra. Mangal, Uma ; Hindi Shikshan, Arya Book Depot, Delhi.
- Pandey, R.S. Hindi Shikshan, Vonod Pustak Mandir, Agra.
- Singh, N.K. madhyamic Vidhyalayon mein hindi shikshan, Rajasthan Hindi granth academy, Jaipur.
- Singh, Savitri Hindi Shikshan, Loyal book Depot, Meerut.
- Shrivastava R.P. Teaching of Reading, Bahri publication, New Delhi. Girish, Pachauri, Hindi Shikshan] R. Lal Book Depot, Meerut.
- HkVulxj] feuk{M%fglhh f'k{k.k] Jh foukn i{rd eflhj] vlxjka
- 'kek] ekrZM%fglhh f'k{k.k] 'k]jnk i{rd Hkou] bykgkcln A

*** Latest editions of all the suggested books are recommended**

Pedagogy of English

Course Code – BEDS 132/232

L T P C
2 - - 2

Objective: To enable the student-teacher to-

- Understand, read, write, and speak with intelligible pronunciation using present day English and current usages.
- Explain the concept of English and its elements.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Critically explain various teaching methods.
- Develop various competencies in English language.

Unit I

- The nature and characteristic of English language.
- Aims and objectives of teaching English at the secondary and higher secondary stage.
- Present position of English in the school curriculum and its importance in India.
- General principles of English curriculum construction
- Board principles of teaching English.

Unit II

- Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach.
- The procedures of teaching prose, poetry, translation and composition.

Unit III

- Place of Grammar in teaching of English.
- Advantages and disadvantage of teaching Grammar.
- Audio-visual Aids in teaching of English.
- Low cost and no-cost teaching aids. in teaching of English.
- Qualities of a good English teacher.

Unit IV

- Evaluation: meaning and importance.
- Tools and devices of evaluation.
- Comprehensive and continuous evaluation in English.
- Preparation of achievement test.

Unit V

- Lesson planning- in English prose, poetry, translation and composition.
- A critical appraisal of the existing secondary school curriculum in English.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings :

- Chaturvedi, M.G."A contractive study of Hindi - English phonology".
- Frisby, A.W. Teaching English: Notes and comments in teaching English.
- Gimson, A.C. An Introduction to the pronunciation of English: Edward Arnold, Second Edition, London.
- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
- Rai, Geeta: Teaching of English, R.Lall Book Depot, Meerut.
- Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra.

*** Latest editions of all the suggested books are recommended**

Pedagogy of Sanskrit

Course Code – BEDS 133/233

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Explain the nature, need & principles of teaching Sanskrit language.
- Describe different methods of teaching Sanskrit.
- Demonstrate the use of various audio visual aids.
- Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- Define the meaning of evaluation and different techniques of evaluation.
- Organize co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other competitions)

Unit I

- Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language.
- Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.

Unit II

- Need, bases and principles of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.

Unit III

- Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit- Characteristics and Evaluation procedure of text book.

Unit IV

- Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit V

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Comprehensive and continuous Evaluation in Sanskrit.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- 'kekz f'k[kk^l ðdr f'k{k.k** vxðky ifcyd\$ku] vlxjka
- ik.Mş MKW jke'kdy] l ðdr f'k{k.k] foukn i ðrd eflnj] vlxjka
- oRl MKW oh0,y0 ^l ðdr f'k{k.k** foukn i ðrd eflnj] vlxjka
- feRry MKW l rksk^l ðdr f'k{k.k **] vkj0yky cpl fMik ejBA

*** Latest editions of all the suggested books are recommended**

Pedagogy of Social Science

Course Code – BED 134/234

L	T	P	C
2	-	-	2

Objectives: To enable the pupil teacher to-

- Appreciate the need for learning Social Science.
- Develop the knowledge about the basic principles governing the construction of social science curriculum.
- Develop the classroom skills needed for teaching of social science using modern methodology.
- Acquire the ability to plan for instruction.
- Acquire the ability to develop instructional support materials.

Unit I

- The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology.
- Objectives of teaching social science at secondary and higher secondary levels. Discipline - oriented teaching of social science and social reconstruction approach.
- Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing social science curriculum in terms of correlation, integration, unit and chronological approaches.

Unit II

- Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture - cum discussion, project and source method, socialized recitation and supervised studies.
- Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches
- Lesson Planning - specification to clarify planning wise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples.
- Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level.

Unit III

- Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions
- Audio-visual aids - need, types and its uses in Social Science teaching.
- Qualities of a good social science teacher.

Unit IV

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the underlying importance of the subject.
- Team teaching.
- Organization of social studies club.
- Organization of thought provoking programmes like Quizzes, word searches etc.

Unit V

- Purpose of evaluation in social Science, formative & summative evaluations and their features.
- Diagnostic test and remedial teaching. Objective and essay type.
- Comprehensive and continuous Evaluation in Social Science.
- Preparation of achievement test.

*Assignments:

Five assignments (one from each Unit)

Suggested Readings :

- Sharma, R.A. 'Teaching of social studies' - R.Lal Book Depot, Meerut.
- Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lal Book Depot, Meerut.
- Sahu, Surendra Kumar, 'Teaching of social science'.
- Wesley, E.b. Teaching Social studies in high school.
- Bining & Bining, 'Teaching social studies in secondary school'.
- jkBlg]MNdq eyrk^l kelftdfoKkuf'k{k.k*]vkj0yky0
cpl fMik ejBA
- eaxy ,oafllkj;k ^ l kelftd v/; ; u f'k{k.k*
- fl g ,oajktiur] ^ l kelftd foKku vlg mudk f'k{k.k*
- R; kxh] xq l junkl] ^l kelftd v/; ; u dk f'k{k.k* foukn iqrdeflnj] vlxjka

* Latest editions of all the suggested books are recommended

Pedagogy of Commerce

Course Code – BEDS 135/235

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Appreciate the importance of integrating the knowledge through multidisciplinary approach.
- Develop the keen insight of using different strategies, methods and skills for transfer of knowledge.
- Develop the competence of instructional planning.
- Develop the skill of using teaching-learning resources and creating instructional material competently.

Unit-I

- Nature and scope of commerce.
- Importance of commerce and Aims of teaching commerce.
- Curriculum: Course of study in commerce, a critical appraisal of the existing syllabus: in course, suggestions for improvement.

Unit-II

- Methods of teaching commerce, Lecture, Project, Unit, Discussion. Lesson planning.
- Audio-visual Aids and their use in teaching of commerce

Unit-III

- Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.

Unit IV

- social responsibilities of business, consumer awareness, E-Commerce and E-Business.
- Qualities of a good commerce teacher

Unit-V

- Different type of test (Essay type, short answer type and objective) their construction and administration.
- Knowledge of the subject matter content up to high school.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Singh, R.P. 'Teaching of Commerce' - R. Lal Book Depot, Meerut.
- Chandar, S.C. and Sharma 'Teaching of Commerce' - R.L. Book Depot, Meerut.
- fl g] Mkwjkeiky^okf.kT; f'k{k.k** vxoky ifcyds'kwl] vlxjka
- R; lxxh] Mkw xq 'kj.k nkl & ^okf.kT; f'k{k.k** vxoky ifcyds'kwl] vlxjka
- 'kelq ; lxs'k d'ekj & ^cgh [kkrk f'k{k.k** vxoky ifcyds'kwl] vlxjka
- I DI xk] mn; ohj^okf.kT; f'k{k.k** & foulm i'rd eflnj] vlxjka

* Latest editions of all the suggested books are recommended

Pedagogy of Computer Science

Course Code – BEDS 136/236

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing instructional accessories.
- Know the methods of planning instruction for the classroom.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

Unit I

- Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- Objectives based teaching of computer science-
- General objectives of teaching computer science.
- Classification of educational objectives (bloom's taxonomy).
- Statement of specific objectives in behavior terms.

Unit II

- Co-operative Learning Approach, Demonstration-cum-Discussion Method.
- Personalized Instruction
- System Approach
- Multimedia Approach.

Unit III

- Importance of Planning a lesson.
- Importance, Preparation and use of Teaching Aids.
- Organizing a computer Laboratory.

Unit IV

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Development of test items objective type, short answer type, essay type.
- Preparation of an Achievement Test.
- Analysis and Interpretation of Test results.

Unit V

- Basic Programming.
- Data Representation.

- Computer Organization
- Operating Environment.
- Computer Network.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Agarwal V.B. Computer Science for Class XII
- Dayal, Deam, Gottfried, D. Computer Science for Class XI and XII outlines of theory and problems of programming with Basic including expanded micro computer basic section, New York : MC Graw Hill Publication.
- Sharma, A.H. Computer Science for Class XI and XII.
- Hunt, Jaggi, Raja Raman V. "Computer Science for class XII' fundamentals of computer : PHI Publications.
- Goel, Hemant Kumar "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- xls y] gælr dækj] ^dEl;Wj foKku f'k{k.k* vkj yky çp fMið ejBA xls y] gælr dækj] dEl;Wj f'k{k} vkj yky çp fMið ejB
- ;kno] dðdð] ^dEl;Wj f'k{k** vxoky ifcydðku] vlxjka
- vjkyj] jætuk] ^f'k{k es dEl;Wj ,oa l pky dðkyka dk ið ,oa fodkl **] vxoky ifcydðku] vlxjka

*** Latest editions of all the suggested books are recommended**

Pedagogy of Home Science

Course Code – BEDS 137/237

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop a board understanding of the principles and procedures used in Modern Home Science education.
- Develop their essential skills for practicing modern Home science education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit I

- The concept of Home Science: Meaning and components; place of home science in secondary education.
- Aims and objectives of teaching of Home Science at secondary and higher-secondary level.
- Writing objectives in behavioral term.
- Correlation of Home Science with other school subjects.

Unit II

- Foods, Nutrition and Health.
- Child Care.
- Fiber and Fabric.
- Home Management - importance of planning, principles of budget making.
- Hygiene and sanitation.

Unit III

- General principles and methods of teaching Home Science - project method, discussion method, demonstration, practical, individual work.
- Micro-teaching skills - explanation, questioning, illustration, stimulus - variation and black board writing.

Unit IV

- Development and designing of curriculum.
- Teaching aids - classification, importance and uses.
- Concept of lesson plan, preparation of lesson plan.
- Criteria of Good text book.
- Planning of space and equipment of Home Science laboratory.

Unit V

- Evaluation in Home Science - Meaning and importance.

- Comprehensive and continuous evaluation (CCE) in Home Science.
- Evaluation devices - Written, oral, observation, practical work, assignment.
- Preparation of achievement test.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut.
- 'keZ , .M I DI suk ^xgfoKku f'k{k.k** vkj0yky cpl fMik ejBA
- MKW efgek xqrk ^xgfoKku f'k{k.k** vkj0yky0 cpl fMiksejBA
- t0ih0'kj^ ^ xgfoKku f'k{k.k**] & vxoky ifcydskll] vkxjka

*** Latest editions of all the suggested books are recommended**

Pedagogy of Mathematics

Course Code – BEDS 138/238

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organized the library and book in it as per the needs.
- Appreciate and organize activities to develop aesthetic of mathematics.
- Obtain feedback both about teaching as well as students learning.

Unit I

- Meaning and nature of mathematics, Uses and significance of Mathematics
- Contribution of Indian Mathematician - AryaBhatt, Brahmagupta, Bhaskarachrya and Ramanujam.
- Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes.
- Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage.
- Objectives of teaching mathematics in terms of behavioral outcomes.

Unit II

- Methods: inductive - deductive, analytic - synthetic, problem solving, heuristic, project, laboratory.
- Techniques: oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping.

Unit III

- Meaning and Importance of lesson plan
- Performa of lesson plan (Herbart , Bloom ,RCEM and NCERT approaches)and its rationale for unit plan and year plan.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR.
- Application of computer in teaching of Mathematics, CAI

Unit IV

- Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children.
- Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library.
- Text book in mathematics - qualities of a good text book in mathematics.

- Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club

Unit V

- Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development.
- Need of Evaluation.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Diagnostic testing and remedial teaching.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings

- Davis, D.R. 'The teaching of mathematics', Addison Wesley press, London.
- Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saunders company, London.
- Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir, Agra.
- Pratap ,Naresh, Teaching of mathematics, R.Lall book Depot, Meerut.
- jkor] ,e0, l 0 , .M vxoky , e0Mh0 xf.kr f'k{k.k** foukn i qrd eflnj] vlxjka
- fl g] l kju & xf.kr f'k{k.k, vxoky ifcydskul] vlxjk A

*** Latest editions of all the suggested books are recommended**

Pedagogy of Physical Science

Course Code – BEDS 139/239

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- Create interest and develop scientific attitude among the students.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Organize science exhibitions, science fair, and other activities.

Unit-I

- Nature of science, Impact of science on modern communities
- Globalization and Science.
- Correlation of science with other subjects
- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy of educational objectives.
- Writing instructional objectives.

Unit-II

- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method.
- Innovative instructional method: Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching , Team teaching and CAI (Computer Assistance Teaching).

Unit-III

- Unit planning and Lesson planning: basic elements, characteristics, significance
- Use of RCEM approaches in developing lesson plan
- Designing Lesson plan for science teaching in school
- Teaching learning materials and improvised apparatus importance and construction.

Unit IV

- Curriculum organization using procedures like concentric, topical, process and integrated approaches,
- Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides
- Co-curricular Activities: Excursion, Science museums, Science club, Science Projects and Science fair

Unit V

- Concept of evaluation & measurement, Formative and summative evaluation
- preparing various kinds of objectives tests.
- Diagnostic testing and remedial teaching
- Preparation of achievement test

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press, Paris.
- Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56 (3)
- Sharma, R.C. 'Modern Science teaching', Dhanpat Rai and sons, Delhi.
- Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut.
- **HKVukxj] ,0oh0 %^fQftdy I kbUI f'k{k.k}** vkj0yky0 cpl fMi k] ejBA**
- **ekg\$ojh] ch0d0 %^foKku f'k{k.k} Jh foukn i qrd eflnj] vlxjka**
- **fo'ukb] mlufR %^foKku f'k{k.k} vkj0yky0 cpl fMi k] ejBA**
- **dgJ\$B] ,0d0 %foKku f'k{k.k} vxoky ifcydsWI] vlxjka buVju\$A**

*** Latest editions of all the suggested books are recommended**

Pedagogy of Biology

Course Code – BEDS 140/240

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Develop a broad understanding of the principles and procedures used in modern life science education.
- Develop their essential skill for practicing modern lifescience education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit I

- Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities.
- Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction.
- General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy.
- Concept of entering and terminal behavior

Unit - II

- Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving.
- Techniques - Team teaching, Micro-teaching, computer assistance teaching.

Unit III

- Non formal approaches to field science like:
 - Biology club
 - School gardening.
 - Maintenance of aquariums, herbariums and vivarium.
 - Excursions.
 - Life Science project.

Unit IV

- Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science)
- Developing unit plans and lesson plans.
- Principles and approaches for curriculum development, curricular framing according to local needs.
- Critical evaluation of the present Life science curriculum at the secondary stage and suggestion for its improvement.

Unit V

- Preparation and development of improvised apparatus,
- Preparation, selection and use of teaching aids.
- Curriculum accessories and support material - text books, journals, handbooks, student's work book.
- Developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Preparation of achievement test.
- Measurement: meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings

- Heller, R. New trends in biology teaching,' UNESCO, Paris.
- Watson, N.S. Teaching Science creativity in secondary school' U.B. Saunders company, London.
- Green. T.C. 'The Teaching and learning biology,' Allman and sons, London.
- Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra.
- Pahuja, sudha: 'Teaching of Life science,' R.Lall Book Depot, Meerut.
- ekgs ojh] ch0d0 %^tho foKku] f'k{k.k*] vkj0yky0 cpl fMi k\$ esjBA
- HVukxj] ,0ch0 %tho foKku f'k{k.k 'Wjnk i qrd Hkou]bykgkcnA
- I m] t0d0 t\$od foKku f'k{k.k] jktLFku fgnh xlfk vdkneh] t ; i gA
- Hk{k.k] 'k\$yhn%t:hofokkuf' k{k.k]vxoky i fcyds kll]vxjka

* Latest editions of all the suggested books are recommended

Practical
Enhancing Professional Capacities (EPC)
Reading and Reflecting on Texts

Course Code – BEDS 251

L T P C
 - - 04 02

Objectives: To enable student-teachers to-

- Develop study – habits
- Stengthing the skill of reading & writing summarization.
- Develop skill of summarization
- Develop skill of note-taking.
- Develop the ability to pronounce correctly.
- Strength the ability of communication correctly.

Activities

Student-teachers are expected to sit in the library regularly and to review at least 05- books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of text Books related to Pedagogy courses
- Review of reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.
- Presentation of the work done.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Preliminary School Engagement (PSE-2)

Course Code – BEDS 252

L T P C
- - 04 02

Objectives of the Course:

- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

School Experience: Details during Internship (2weeks)

- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

School engagement and practical shall be evaluated as follows:

		Internal Marks
1.	Observation of Teaching and preparation of report	20
2.	Evaluation of teaching skills (through microteaching)	30
	Total	50

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

Practical	External Examiner (Marks 50)
Performance	20
File Work	20
Viva	10
Total	50

Second Year B.Ed. Syllabus Semester – III

S.No.	Course Code	Course/Paper	Credits	Evaluation Scheme		
				Internal	External	Total Marks
Practical						
1.	BEDS 351	School Internship	16	50	50	100
2.	BEDS 352	Evaluation of Teaching Skill-I	02	50	50	100
3.	BEDS 353	Evaluation of Teaching Skill-II	02	50	50	100
	Total		20	150	150	300

This semester shall entail a school internship of 16 weeks where in the 1st week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation in the next 15 weeks of internship the student teacher shall be engaged in teaching experience.

School Internship

BEDS 351

Credit 16

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To relate and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children’s literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

Practical/Field Engagement :

This semester shall entail a school internship of 16 weeks where in the 1st week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows :

S.No.	Components	Internal Marks	External Marks
1.	Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities.	-	50
2.	PPT Presentation of Internship	10	-
3	Achievement Test Report (ATR)(In one subject)	10	-
4.	Case Study	10	-
5.	Use of Teaching Learning Material	05	-
6.	Peer Group observation	05	-
7.	Scout-Guide Camp	10	-
	Total	50	50

Evaluation of Teaching Skill-I

Course Code- BEDS 352

L T P C
- - 4 2

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.
-

Practical	Internal Examiner	External Examiner
Lesson Plan	20	20
Presentation	10	10
Learning Aids	10	10
Viva	10	10
Total	50	50

Total	Internal Examiner	External Examiner
100	50	50

Evaluation of Teaching Skill-II

Course Code- BEDS 353

L T P C
- - 4 2

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner	External Examiner
Lesson Plan	20	20
Presentation	10	10
Learning Aids	10	10
Viva	10	10
Total	50	50

Total	Internal Examiner	External Examiner
100	50	50

Semester – IV

S.No	Course Code	Course/Paper	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 401	Gender: School and Society	04			04	40	60	100
2.	BEDS 402	Inclusive Education	04			04	40	60	100
3.	TMU-X01	Environmental Studies	04			04	40	60	100
4.	BEDS 404	Assessment of Learning	04			04	40	60	100
Optional Courses (Select Any One)									
5.	BEDS 411	Education of the Marginalised Groups	02			02	40	60	100
	BEDS 412	School Leadership	02			02	40	60	100
	BEDS 413	Work Education	02			02	40	60	100
	BEDS 414	Adult & Population Education	02			02	40	60	100
	BEDS 415	Life Skills Education	02			02	40	60	100
	BEDS 416	Guidance and Counseling	02			02	40	60	100
	BEDS 417	Human Value and Ethics	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 451	Critical Understanding of ICT	00		04	02	50	50	100
7.	BEDS 452	Understanding the Self	00		04	02	50	50	100
		Total	18		08	22	300	400	700

Gender, School and Society

Course Code – BEDS 401

L	T	P	C
4	-	-	4

Objectives: To enable the student-teacher to-

- Develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education
- Develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- Reflect on different theories of Gender and Education and relate it to power relations.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

Unit I

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

Unit II

- 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
- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

Unit III

- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls
- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.
- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.

Unit IV

- Changing Perspectives with Legal Provisions: Right to Inheritance etc
- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities

Unit V

- Reproducing 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 Empowerment of Women: Strategies and Issues

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- Ambasht, et al Developmental Needs of Tribal People, NCERT
- Bhattacharjee, Nandini. 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. Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V .Gender. Stree: Calcutta.
- Ghai, A. Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi &
- Ghai, Anita .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. 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.

*** Latest editions of all the suggested books are recommended**

Inclusive Education

Course Code – BEDS 402

L T P C
4 - - 4

Objectives: To enable the student-teacher to-

- Understand the nature of Inclusive, Integrated and Special education.
- Understand inclusive instruction design and collaborative instruction to promote inclusion.
- Organize inclusive classroom.
- Appreciate the education of children with special needs.
- Identify the children of special need.

Unit-I

- Inclusive Education: concept, objective and need.
- Development of Inclusive Education in India.
- Legal provision of Inclusive Education in India.
- Efforts for Inclusive Education.

Unit-II

- Diversity – Meaning and Definition.
- Disability – Legal Definition and discrimination based on disability.
- Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum.
- Inclusive Lesson planning.

Unit-III

- Exceptional, Learning Disable, Health Impaired, Orthopedic Handicapped and Delinquent children in Inclusive Education.
- Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education.

Unit-IV

- Socially- economical-educational disadvantaged.
- Government efforts to address these problems.

Unit-V

- Classroom management in Inclusive Education.
- Strategy for adapting diversities in Inclusive Education.
- Family and its functions in Inclusive Education.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Corbett Jenny- Supporting inclusive Education, Routledge falmer, Montgomery,D. Special need in ordinary school; children with learning , difficulties, cassel Educational Ltd. London.
- Hallahan and Kauffman J.M. Exceptional Children and youth ohio: Columbus Charles E Merril Publishing co. A Bell and Howell co Loreman, Tim; deppeler J. and Harrey D. Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer.
- UNESCO The Salmanca Statement and Framework for Action on special needs education Paris, UNESCO
- The person with Disability Act Ministry of law, Justice and Company Affairs, Government of India, New Delhi, Chapter V.
- enu fl g] l ekosh f'k{k] vkj0yky cpl fMi ksejBA

*** Latest editions of all the suggested books are recommended**

Semester-IV
Environmental Studies

Course Code – TMU-X01

L	T	P	C
4	-	-	4

Objective: To create awareness among students about environment protection.

Course Outcomes:

Based on this course, the graduate will understand / evaluate / develop technologies on the basis of ecological principles and environmental regulations which in turn helps in sustainable development.

CourseContent:

Unit I (Lectures 08)

Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development.

Ecology and Environment: Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.

Unit II (Lectures 08)

Natural Resources: Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. **Deforestation:** Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. **Energy Resources:** Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies.

Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Biogeographical Classification of India

Unit III (Lectures 08)

Environmental Pollutions: Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies

Unit IV (Lectures 08)

Environmental policies & practices: Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context

Unit V (Lectures 08)

Human Communities & Environment:

Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.

Field Work:

1. Visit to an area to document environmental assets; river/forest/flora-fauna etc.
2. Visit to a local polluted site: urban/ rural/industrial/agricultural.
3. Study of common plants, insects, birds & basic principles of identification.
4. Study of simple ecosystem; pond, river etc.

***Assignments:**

Five assignments (one from each Unit)

Text Books:

- Environmental Chemistry”, De, A. K., New AgePublishers Pvt.Ltd.
- Introduction to Environmental Engineeringand Science”, Masters, G. M., PrenticeHall India Pvt. Ltd.
- Fundamentals of Ecology”, Odem, E. P., W. B. Sannders Co.

Reference Books:

- BiodiversityandConservation”, Bryant, P. J., Hypertext Book.
- Textbook of Environment Studies”, Tewari, Khulbe&Tewari,I.K. Publication.

*** Latest editions of all the suggested books are recommended**

Assessment for Learning

Course Code – BEDS 404

L	T	P	C
4	-	-	4

Objectives: To enable the student-teacher to-

- Understand the nature of measurement and evaluation
- Develop and use various tools and techniques of evaluation for scholastic achievement.
- Understand the process of test development and their standardization.
- Know the Process and interpret students' performance according to the test results.
- Use of elementary statistical methods for analysis and interpretation of data.

Unit-I Concept of Assessment:-

- Meaning & concept of assessment.
- Measurement, and Evaluation.
- Principles of Assessment.
- Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic).

Unit-II Assessment Tools

- Quantitative and qualitative Tools.
- Constructing an achievement test- blue-print, item-analysis, try out. □
- Standardization of test – objectivity, reliability validity, norms

Unit-III Continuous and Comprehensive Evaluation (CCE)

- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Assessment of affective learning: Attitude, values, interest, self – concept;
- Grading: Concept, types and Application
- Indicators for grading Psycho-Social dimensions of assessment.

Unit-IV Trends in Assessment:-

- Continuous and Comprehensive Evaluation
- Marking system vs Grading system
- Semester system (C B C S) Choice Based Credit System
- Open book examination and question bank

Unit-V Basic Statistics in Evaluation:-

- Graphical representation of data
- Measure of Central Tendency: Mean , Median, Mode
- Measure of variability Range. Standard Deviation
- Correlation : Rank order method and product moment method.

***Assignments:**

Five assignments (one from each Unit)

Suggestive Readings

- Lal, Raman Bihari and Joshi suresh chemd, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut.
- Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot meerut. Agarwal, S.N., Educational and Psychological Measurement, Vinod pustak Bhandar, Agra.
- Stanly, J.C. and Hoppins, KD, measurement and evaluation, prentice hall, New Delhi.
- Thoondike R.L. and Hogen.E., Measurement and evaluation in Psychology and evaluation, John willey New Delhi.
- Thorndike, E.L.,and E.P. ,Hagen Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
- Delpit, L.D. The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
- Vipin Asthana Assessment for Learning, Agarwal Publication Agra.

*** Latest editions of all the suggested books are recommended**

Optional Courses

Education of the Marginalised Groups

Course Code – BEDS 411

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Acquaint the student-teachers of their constitutional rights and duties.
- Sensitise students towards the paradigm shift from welfare approach to development to the rights based approach to
- Understand the relevance of Right to Education as a tool for social empowerment of the marginalized sections of India.

Unit I

- Marginalization- Concept, Definitions and Implications for education
- Types of marginalization- Social, Political, Economic, Educational, Psychological
- Marginalization vs. Social Exclusion
- Marginalization, Discrimination and Disadvantage

Unit II

- Foundation of composition of Indian Society and its multicultural multilingual nature
- Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, , OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections.
- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination.

Unit III

- Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India.
- RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.
- Human rights in India, role of organizations working for it
- India's commitment at international level for protection of human rights

Unit IV

- India's Constitutional and legal framework for protection of fundamental rights and human rights
- Constitutional rights of women, minorities and those on Schedules (SC, ST)
- SCP and TSP plans and their achievements
- States obligations for development of women, minorities, SCs, STs others-Plans and programmes
- Issues- Social security, educational development, vocational courses and avenues, contextualization of education, partnership in governance and decision making process

Unit V

- Educational problems of marginalized groups- Enrolment, drop out, low achievement, assimilation, equal rights to work
- Human rights issues related with equity and equality
- Repercussions and Consequences- Health related problems, rise in crime and violence, disharmony, rise in terrorism, social conflicts.
- Coping strategies and interventions required for resolution of the consequences of Marginalisation.
- Future Perspectives and Policy directives in India

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- Ahuja, Ram Rights of Women A Feminist Perspective, New Delhi: Rawat Publications.
- Basu, D.D. Shorter Constitution, Prentice Hall, New Delhi.
- Centre for Development and Human Rights The Right to Development A Primer, New Delhi: Sage Publications.
- Naila Kabeer (ed), Geetha B. Nambissan, Ramya Subramanian mChild-Labour and the Right to Education in South Asia, New Delhi: Sage Publications.
- UNDP Bank, Human Development Report, New Delhi.

*** Latest editions of all the suggested books are recommended**

School Leadership

Course Code – BEDS 412

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Develop a critical understanding of the notion of school organization and
- Develop a comprehensive understanding of context-specific notions of school effectiveness.
- Develop an understanding of school leadership and challenges to management.
- Help in making overt connections between field-based project work, educational leadership and change facilitation.
- Develop an understanding of the system of education, its relationship with school curriculum management in the context of the structures and processes of the education system and its impact on pedagogic processes in the classroom.

Unit I

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Governance rules and financial management of different types of school.
- Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school.
- Concepts of school culture, organization, leadership and management.
- Role of school activities such as assemblies, annual days etc., in the creation of school culture.

Unit II

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education Bachelor of Education
- Classroom management effective communication and motivational skills.
- Learner- centred educational and inclusive Education.

Unit III

- Administrative and academic leadership
- Styles of leadership
- Team leadership
- Pedagogical leadership
- Leadership for motivation and change
- Desirable Change in management
- Conflict Management

Unit IV

- Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- Equity in Education · Incentives and schemes for girl child
- Issues in educational and school reform
- Preparing for and facilitating change in education through Teacher Education system as prime mover.

Unit V

- Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- Batra, Sunil From School Inspection to School Support.
- Early, P. and D. Weindling. A changing discourse: from management to leadership.
- Fullan, M. Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6) Bachelor of Education
- Govinda, R. Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan. School without Walls Heinemann: New Delhi pp 24-40; 128-1
- Senge, P. The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

*** Latest editions of all the suggested books are recommended**

Work Education

Course Code – BEDS 413

L T P C
2 - - 2

Objectives: To enable the student-teacher to-

- Acquire knowledge of the various aspects of vocational education in India.
- Understand the dynamics of the development of vocational programmes in India with respect to those which play a significant role in increasing productivity.
- Develop healthy attitude towards vocational education.
- Appreciate the significant changes in the field of vocational education in India.

Unit I

- Meaning and Concept of Nai Talim
- Historical perspectives: Macaulay's Education Policy. Gandhi's philosophy of Work Education, Wardha Commission report 1938
- Commissions and Education Policies and their recommendations on Work experience/ Work Education, post independence: Education Commission 1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), NPE 1986 , POA 1990, NCF 2005 and current status.

Unit II

- Concepts – Education and technical education – Need and importance. Human resources development – skilled manpower – productivity – Vocational Education –Meaning and Definition
- Work experience-concept – distinction between work experience and vocational education.
- S.U.P.W. : Concept and Objectives

Unit III

- Concept of work and Hands on activities.
- Concept of work and rationale for integration of work in Education
- Psychological basis for work in education: Dewey, Piaget, Vygotsky
- Constructivism and Work Education

Unit IV

- Essential and Elective Work Education
- Techniques/ methods of Teaching work education.
- Objectives, Need and Significance and objectives of Work Education
- Evaluating students work (Preparing Rating scales, check list, Anecdotal records) ITI and polytechnic–need and importance-classification, admission process course of study – organization and administration at state level

Unit V

- Theories of integrated education and its educational implications
- Pedagogy of teaching learning of work education
- Planning lessons integrating work in education
- Significance of integrating work in Education
- Linkages of community and school

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings

- Banerjee N P Work Experience in General Education, Ambala, Associated Publishers
- Education commission (1964-66), Report of Government of India
- Kaul ML Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p 11-16
- Mahmood S Work Experience, Its Role in Educational Process in Co Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- Report National Policy on Education 1986 , Govt of India Government of India,
- M.K. Gandhi The story of my experiments with truth, Navjivan Trust
- Tarun Rashtriya, Vocational Education, APH Publishing Corporation, New Delhi,

*** Latest editions of all the suggested books are recommended**

Adult and Population Education

Course Code – BEDS 414

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
- Impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- Acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
- Aware of the population trends and spread of AIDS in the world.
- Understand that population becomes stable when there is little difference between birth and death rates.
- Develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of birth and death.

Unit I

- Meaning, Concept and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- National Literacy Mission - Aims, objectives and strategies.

Unit II

- Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation.
- Adult teaching — Different methods, Role of Mass media.

Unit III

- Evaluation Techniques for Adult Learning.
- Adult Education, lifelong learning and continuing Education
- Adult Education and Continuing education
- Lifelong learning- A component of adult education
- Lifelong learning in IT age- Exploring ICT as a Tool

Unit IV

- Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition
- Symptoms of AIDS – causes, Prevention of AIDS – AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]

Unit V

- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House,
- Ambasht, N.K. Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi.
- Ghosh, B.N. Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
- Jacobson Wellard JU, Population Education; A knowledge base, NY, Teachers College Columbia University.
- Mohankumar, V. Adult and lifelong learning: Selected articles Indian Adult Education Association.
- Sheshadri, C & J.L. Pandey Population Education: A national Source Book, ND, NCERT
- Shah, S.Y. Encyclopaedia of Adult Education, NLM, New Delhi.

*** Latest editions of all the suggested books are recommended**

Life Skills Education

Course Code – BEDS 415

L T P C
2 - - 2

Objectives: To enable the student-teacher to--

- Familiarize student-teachers in the theoretical foundations of Life Skills Education
- Prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- Develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- Foster the spirit of social responsibility in students and enhance social and emotional well being

Unit I

- Life Skills: Concept, need and importance of Life Skills for human beings.
- Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit II

- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.

Unit III

- Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.

Unit IV

- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.
- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.

Unit V

- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. University of Pretoria. Chapter in Thesis. Retrieved from:
<http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Life Skills Based Education. Wikipedia. Retrieved from:
http://en.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE. CBSE. Retrieved from:
http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. Senior Secondary Phase. Republic of Namibia. Retrieved from:
<http://www.nied.edu.na/publications>

*** Latest editions of all the suggested books are recommended**

Guidance And Counselling

Course Code – BEDS 416

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Explain the concepts of guidance and counseling.
- Develop an understanding of educational, vocational and personal guidance.
- Assess the needs of an individual for solving problems.
- Use testing devices and techniques of guidance.
- Describe collection and dissemination of occupational guidance for better carrier option.
- Explain problems faced by students and to develop right attitude and ability in the contemporary society.

Unit – I Concept of Guidance

- Meaning and concept of Guidance.
- Need & Importance of Guidance.
- Principles of Guidance.
- Types of Guidance - Educational, vocational and personal.

Unit – II Concept of Counselling

- Meaning, concept, need and importance of counselling.
- Counselling and other terms (Guidance, advice, teaching, Interview).
- Principles and process of counselling. Role of counselor.
- Types of counseling (Directive, non directive, eclectic).
- Aims to study career information at different school levels.

Unit – III Meaning and concept of career information.

- Meaning of career and career information, rules of career building and components of career information.
- Meaning, need and importance of occupational information need and importance.
- How to obtain occupational information.

Unit – IV Career Information and Training

- Sources, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information.
- Recommendation about teacher education primary and secondary level of schools.
- Role of NCERT.
- Role of NCTE.

Unit – V Personal Social Information and Resource Centre.

- Case Study.
- Sociometry.
- Guidance Services at central and state level.
- Problems of guidance and India.

***Assignments:**

Five assignments (one from each Unit)

Suggested Readings:

- Aggarwal, J. C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.
- Bhatia, K. K., Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell Introduction to counseling and Guidance. New Delhi: Bachelor of Education PHI Learning Pvt. Ltd.
- Joneja G. K. Occupational Information in Guidance, NCERT publication
- Oberoi S.C Educational, Vocational Guidance and Counseling
- Rao S. N. Counseling and Guidance.
- Safaya, B.N., Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. Guidance and Counseling
- Sidhu, H. S., Guidance and Counseling, Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., Guidance and Counseling, Patiala: Bawa Publication.
- Dr. S.C. Oberai Guidance and Counseling, R. Lal Publication.
- Dr. S.C. Oberai Career guidance & career information, R. Lal Publication.

*** Latest editions of all the suggested books are recommended**

Human Value and Ethics

Course Code – BEDS 417

L	T	P	C
2	-	-	2

Objectives: To enable the student-teacher to-

- Understand the need and importance of value –Education.
- Understand the process of value education.
- Differentiate the indicator of values.
- Appreciate role of values in life.
- Understand the different methods of value education.

Unit-I

- **Ethics and Human Values** – Definition – Good Behaviour, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.

Unit II

- **Indian Constitution and Values** – Fundamental Rights and Duties -Freedom,Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.

Unit – III

- **Religious and Cultural Values**–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family,

Unit – IV

- **Professional Ethics**–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.

UNIT-V

- **Health and Nutrition:** Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.

*Assignments:

Five assignments (one from each Unit)

Suggestive Readings

- ik.Mş] c'tsk]eW; ijd f'k{k %oržku ifjn';] Hkjr; vk/k]ud f'k{k
- ik.Mş] jke'kDy] ,oafeJk] d: .kk 'kadj] eW; f'k{k.k] foukn i]rd e]nj] vlxjk
- feJk] jsk] eW; ijd f'k{k] jktLFku ckMz f'k{k.k if=dk] val %3&4] [k.M 44&45
- yk:k] egkohjey] u]rd f'k{k dsfofo/k vk; ke] jktLFku fglnh x]Fk vdkneh] t; ij
- Board of Education Fountain. Peace Education UNICEF. NY: UNICEF.
- Eisler, J.Comprehensive conflict result program New York: N. Y. City.
- Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi

* Latest editions of all the suggested books are recommended

Practical
Enhancing Professional Capacities (EPC)
Critical Understanding of ICT

Course Code – BEDS 451

L T P C
- - 04 02

Objectives: To enable student-teachers to-

- Have fundamental knowledge about computer.
- Understand & appreciate ICT as an effective learning tool for learners
- Understand ICT for smooth working as a teacher.

Activities

A workshop on ICT for 10-15 days may be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teacher sare expected to learn the following:

- Use of audio-visual media like T.V. Radio Video in education.
- Educational use of print media like newspaper.
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Creation & operation of e-mail accout.
- Effective browsing of the internet for selecting relevant information.
- Developing power point presentation slides.
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating demonstrations using computer software.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Understanding the Self

Course Code – BEDS 452

L T P C
- - 04 02

Objectives: To enable the student-teacher to-

- Explore various aspects of his/ her own self.
- Understand the concept of self development and self efficacy.
- Facilitate development of skills of self expression-oral as well as written.
- Develop holistic and integrated concept of self through workshops.
- Development social-sensitivity among student-teachers.

Activities :

- Workshop for Personality grooming.
- Maintaining a reflective journal of practice teaching period
- Sharing of experiences where one has faced stereotyping
- Preparation of a report on concept & meaning of self in context of Indian/Western philosophy.
- Organizing at least two programme for the welfare of community like Literate India, Quit Mal-nutritious, Beti Bachao Beti Padhao, Green India, Clean India, Clean water e.t.c.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-