

**ORDINANCE**  
**FOR**  
**B.Ed. TWO YEARS (FOUR SEMESTERS)**  
**PROGRAMME**  
**FROM (SESSION 2018 ONWARDS)**

**DEPARTMENT OF EDUCATION**  
**BABU BANARASI DAS UNIVERSITY**  
**LUCKNOW**

## Bachelor of Education (B.Ed.)

### Curriculum Programme implementation & Assessment:

#### (A) Theory Papers:

Total	Internal (30 Marks)	External(70 Marks)
100 (Marks)	20 Marks (Assignment) 10 Marks (Attendance)	70 Marks

(B) **Practical** : The Pupil teacher shall be equipped to cater to diverse need of teachers in school. Following practical work is compulsory for all the pupil teachers.

#### Semester- I

##### (i) BED2151- PSE (Preliminary school Engagement) CIA 100 Marks

(a) **School observation** will be done by the students in respect to pedagogical practice of classroom management and teaching used by the teachers for one week. At the end report should be submitted for evaluation.

(b) **Reflection** on roles and responsibilities by visiting reputed school for One week. Analyzing infrastructure and various facilities available in school such as Lab, Library, Sports and Canteen. At the end report of observation in school should be submitted for evaluation.

(c) **Field Activity** includes visit to old age home/special school/orphanage at the end report should be submitted for evaluation.

#### Semester- II

Practice in teaching of two school subjects for four weeks to be conducted in schools, pupil teacher will have to teach 15 Lesson plans in each subject total 30 Lesson plans. Lesson plan should be submitted at the end of schedule for evaluation. Each plan carry 1 Mark. Total Marks 100, CIA 30 & ESE 70 Marks will be awarded on the final lesson plan.

Those who fail to teach 30 Lesson Plan in Practice in Teaching Schedule will not be eligible to appear in practice in Teaching Examination. They will be required to teach and appear for examination in next session.

#### Semester- III

(a) **Reading and Reflection on text** by visiting any private, public or Government School Library and report will be submitted for evaluation it carries CIA 50 marks.

(b) **Action Research** should be done in school for one week by pupil teacher, any immediate educational problem should be taken for the research under guidance of the teacher. At the end it should be submitted for evaluation it carries CIA 50 Marks.

(c) **Internship- 16 Weeks** internship shall be carried out during the third semester. Here the pupil teachers are required to be placed suitably in the schools of their choice. Care must be taken to identify various types of school such as Government, Private, Urban, and Rural. A student teacher need to undergo internship in not more than two types of schools: For this, student's teachers may be allowed to choose the state, district and school. During this period the student teacher shall be attached to school and he/she shall undertake such duties as are assigned to him/her by the Head master/ Principal of the school in ass school related activities.

#### Semester- IV

(a) **Educational Tour or community living camp** for one week outside state, in case if any student is unable to do, project work shall be assigned by the Head .At the end its report should be submitted for evaluation it carries CIA 50.

(b) **Drama and Art** in education Consist of one (1) Week workshop in performing Art/ Drama / Dance / Yoga / shall be attended by students for holistic development in various institutes of the city. At the end of the programme a report shall be prepared and certificate shall be awarded. It carries CIS 50 Marks.

**Attendance:** Every B.Ed. student shall have to attend at least 75 % theory and internship classes and 100% Practice in Teaching and other components of B.Ed. programme, failing which He/she shall not be sent up for the examination.

**Minimum of Passing:** The passing standard for CIA and external examination will be 40% i.e. 12 marks out 30 marks and 28 marks out of 70 marks respectively for theory course. The minimum passing for both CIA & external examination will be 40%, i.e. 12 marks out of 30 and 28 marks out of 70 marks for the practical course.

**Awards of Degree:** The degree of Bachelor of Education (B.Ed.) of Babu Banarasi Das University will be awarded to candidates who have pursued a regular course of study in the university and have fulfilled all the conditions and have passed the prescribed examinations maximum years of passing B.Ed. examination is 3 years.

## Evaluation Scheme (Effective from July 2018 Onwards)

<b>SEMESTER I</b>									
<b>THEORY (16 Weeks)</b>									
Course Category	Course Code	Course Title	Contact Hours			Evaluation Scheme			Credits
			L	T	P	CIA	ESE	Course Total	
CCT	<b>BED 2101</b>	Childhood and Growing up	5	2		30	70	100	6
	<b>BED 2102</b>	Philosophical Foundation of Education	5	2		30	70	100	6
	<b>BED 2103</b>	Language Across the Curriculum	3	1		30	70	100	3
	<b>BED 2104</b>	Understanding of Disciplines	3	1		30	70	100	3
	<b>BED 2105</b>	Critical Understanding of ICT	3	1		30	70	100	3
<b>PRACTICAL (2 Weeks)</b>									
CCP	<b>BED 2151</b>	PSE (Preliminary School Engagement ) • School observation • Reflection • Field Activities				100		100	2
		<b>Total</b>				<b>250</b>	<b>350</b>	<b>600</b>	<b>23</b>

### **BED 2151**

- **One Week School Observation:** Writing a Report on Observation of regular class room teaching in different school with respect to pedagogical practices & classroom management techniques used by the teachers.
- **Reflection:** Reflection on roles & responsibilities by visiting different school staff & critical report writing about infrastructural facilities.

- **Field Activities:** Visit to Old Age home /Special School/ Orphanage and Report Writing.

**Course Category**

- CCT- Core Course Theory
- ECT- Elective Course Theory
- CCP- Core Course Practical

<b>SEMESTER II</b>									
<b>THEORY (14 Weeks)</b>									
Course Category	Course Code	Course Title	Contact Hours			Evaluation Scheme			Credits
			L	T	P	CIA	ESE	Course Total	
CCT	BED 2201	Learning & Teaching	6	2		30	70	100	6
	BED 2202	Contemporary India and Education	6	2		30	70	100	6
	BED 2203	Understanding the self	3	1		30	70	100	3
<b>PRACTICAL2 (4 Weeks)</b>									
CCP	BED 2251	Practice in Teaching of 2 School Subjects (30 Lesson Plans)	4 weeks			30	70	100	2
<b>Select any One Pedagogy of School Subject Elective (1)</b>									
BED 2233	BED 2231	Civics	3	1		30	70	100	3
BED 2234	BED 2232	Home Science							
BED 2235		Biology							
BED 2236		Mathematics							
BED 2237 ECT		Geography							
		History							
		Economics							
<b>Select any One Pedagogy of School Subject Elective (2)</b>									
BED 2238		Hindi	3	1		30	70	100	3
BED 2239		English							
BED 2240		Science							
BED 2241		Commerce							
		<b>Total</b>				<b>180</b>	<b>420</b>	<b>600</b>	<b>23</b>

**BED2251** – Practice in Teaching of 30 lessons (15 in each of the two Subjects) for 4 weeks in schools.

## SEMESTER III

Practical (2+16= 18 weeks)										
Course Category	Course Code	Course Title (2 Weeks)	Contact Hours			Evaluation Scheme			Credits	
			L	T	P	CIA	ESE	Course Total		
CCP	BED 2351	Reading & Reflection on Text	1week			100		100	1	
	BED 2352	Action Research	1week			100		100	1	
(16 Weeks)										
CCP Internship	BED 2353	Notice Register	16 weeks					200	200	16
		Attendance Register								
		School infrastructure								
		Continuous and comprehensive evaluation report								
		Other Duties								
		Teachers diary								
		<b>Total</b>				<b>200</b>	<b>200</b>	<b>400</b>	<b>18</b>	

**BED2351 & BED2352** Two week activities in school for Reading and reflection on text as per instruction given by the teacher and Action Research.

**BED 2353** Sixteen weeks Internship in School to be completed by pupil teachers.

## SEMESTER IV

<b>THEORY (16 Weeks)</b>									
<b>Course Category</b>	<b>Course Code</b>	<b>Course Title (14 Weeks)</b>	<b>Contact Hours</b>			<b>Evaluation Scheme</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	<b>CIA</b>	<b>ESE</b>	<b>Course Total</b>	
<b>CCT</b>	<b>BED 2401</b>	Gender , School & Society	5	2		30	70	100	6
	<b>BED 2402</b>	Knowledge & Curriculum Perspective In Education	5	2		30	70	100	6
	<b>BED 2403</b>	Assessment of Learning	5	2		30	70	100	6
	<b>BED 2404</b>	Creating an Inclusive Education	2	1		30	70	100	3
<b>PRACTICAL (2 Weeks)</b>									
<b>CCP</b>	<b>BED 2451</b>	Community Living Camp (1 Week) / Educational Tour & Drama & Art in Education (School Visit 1 Week )	2 weeks			100		100	2
<b>ECT</b>	<b>BED 2431</b>	Value Education		1		30	70	100	3
	<b>BED 2432</b>	Guidance & Counseling							
	<b>BED 2433</b>	Environmental Education							
	<b>BED 2434</b>	Health & Physical Education							
	<b>BED 2435</b>	Adult & Population Education							
	<b>BED 2436</b>	Peace Education							
<b>Total</b>						<b>250</b>	<b>350</b>	<b>600</b>	<b>26</b>

\* Select any **One** from **BED 2431- BED2436**.

# SYLLABUS

## Semester I

### BED 2101 Childhood and Growing up

#### Course Objectives:

The general objective of the course is to introduce:

- Concept of Growth and development.
- Understand characteristics of childhood and Adolescent period.
- Understand different dimensions of development in socio-cultural context.
- Develop theoretical perspectives and an understanding of dimension and stages of human development.

#### Learning Outcome

Upon successful completion of this course, students will be able to:

- Comprehend the concept of growth and development.
- Understand the specific features of childhood and Adolescent as distinct stages of development.
- Know the different dimensions of development.
- Aware of the current issues confronting adolescents.

#### Course Contents:

Module	Course Topics
I	<b>Concept of growth and development;</b> Principles of development. Study of life span-prenatal, childhood, adolescent and stage specific characteristics. Facilitating holistic development for self and society
II	<b>Adolescence Stages :</b> Defining childhood and adolescence as a distinct stage, developmental characteristics of child and an adolescent: physical, cognitive , social, emotional, moral and language. Developmental task of childhood and adolescence.
III	<b>Differently Able:</b> Children with difficult circumstances and understanding of them- Juvenile delinquency ,maladjustment, identity crisis, emotionally disturbed , parent-child conflict, drug addiction, health awareness.  Marginalized children-child labour, overweight/underweight children, children growing up in poverty, orphans.  Approaches to intervention and therapy for well being-preventive and pro-motive, individual counseling and family therapy.
IV	<b>Impact of media :</b> Need of understanding child development in the classroom. Problem resulting from lack of understanding of human development. Promoting development of all children in the classroom (positive classroom environment, social and emotional wellbeing of all children, addressing diversity and equalities).

#### Practicum: Choose Any One

- Case profile of a child or adolescent with behavior difficulties
- Visit and survey of delinquent centre (BAL sudhar ghar).
- Assessing media (electronic and print) influence on adolescent lives.

## Suggested Readings:

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. B R Hergenhahn: An Introduction to Theories of Learning
3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
4. Beihemer, S. Psychology Applied to the Classroom
5. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
6. Bhatia, H. R. (1977), Textbook of Educational Psychology, the McMillan Company of India Ltd., New Delhi.
7. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
8. Chattejee Saroj: Advanced Educational psychology
9. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.
10. Dandekar W N: Fundamentals of Experimental Psychology
11. Dandpani S: A text book of Advanced Educational Psychology
12. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
13. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
14. Edward E Smith: Cognitive Psychology
15. Garrett, H. E., Statistics in Psychology and Education.
16. Gulati, Sushma: Education for Creativity, NCERT, 1995.
17. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
18. Hurlock Elizabeth, Developmental Psychology
19. Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
20. Janda L H & Kllenke H K E: Psychology its study and Uses
21. Lefrancois Guy R: Theories of Human Learning
22. Mangal S K: Advanced Educational Psychology
23. Mathur S S: Educational Psychology
24. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.
25. Pal, H.R.: Educational Research. Bhopal, M.P. Granth Academy, 2004.
26. Raison Kenneth; Eller Ben F: Educational Psychology for effective teaching
27. Walia J S: Foundations of Educational Psychology
28. Woolfolk, A.E. Education Psychology



### Course Objectives:

The general objective of the course is to introduce

- The Concept, meaning and nature of education philosophy.
- Knowledge about Indian and Western philosophers.
- Concept of Sociology of Education.
- Knowledge of Major issue related to contemporary Indian Education System.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of society, education and its interrelationship.
- Understand the Social realities of Indian society.
- Understand the significance of studying Philosophy in understanding educational practice and problem.
- Compare between Indian and western philosophers.
- Described the major issues of contemporary Indian Education System.

### Course Contents:

Module	Course Topics
I	<b>Meaning &amp; Concept of Education:</b> Meaning, concept and nature, Agencies of Education, Forms of Education, New Trends in Education, Education and its relation with other disciplines, Philosophy: Meaning, nature and scope, philosophy and its interrelation with education, scope of philosophy of education. Comparative study of Eastern and Western schools of philosophy.
II	<b>School of Philosophy:</b> Major Philosophical schools with reference to their basic principles, curriculum, and teaching methodology. Idealism <ul style="list-style-type: none"><li>• Naturalism</li><li>• Realism</li><li>• Pragmatism</li><li>• Existentialism</li></ul>
III	<b>Indian Thinkers :</b> Indian philosophical systems and its contribution to education, Major Indian Educational Thinkers: Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J Krishna murthi.
IV	<b>Western Thinker:</b> Introduction to Western school of Philosophy and its contribution to education, Western Educational thinkers: Plato, Aristotle, Rousseau, John Dewey, Pestalozzi.

### Practicum:

- Book review of anyone thinker
- Visit to any educational institute

### Suggest Readings:

1. Aggarwal, J.C. : Theory and Principles of Education, New Delhi Vikas Publishing
2. Bhatia and Bhatia: Theory and Principles of Education, New Delhi, Doaba House, Book sellers & Publishers.
3. Cook & Cook: Sociological approach to Education, New York, Mcmillan and Co.
4. Ottaway : Education and society London Routledge
5. Dewey, John: Democracy and Education New York, Macmillan and Co.

6. Fleming: Social psychology and education, London, Kegan Paul Society: An introductory Analysis New York Macmillan & Co.,
7. Saxena, N.R.S.: Philosophical and sociological foundation of education Meerut: Surya Publishing
8. T. Raymont: The Principles of Education Bombay: Orient-Longman' slimited.
9. Pandey, R.S.: Principales of Education, Agara-2 Vinod Pustak Mandhir.
10. Nunn, T. P.: Educations Data and First Principes London: Edward Arnold.
11. Lall, Dev Inder & Chaudhary, K.P.: Principles Practices of Education, Delhi: G.C. Kanpur & Sons.
12. Havighurst & New Garten: Society & Education Boston Elin & Bacon.
13. Clark: Education and International Understanding.
- 14- अग्रवाल, एसकेके: शिक्षा के तात्विक िसद्धान्त, मेरठ: रोजेस पब्लिशिंग हाउस शंकर सदन।
15. पाण्डेय] रामशकल] शिक्षा के मूल षिद्धान्त आगरा: विनोद पुस्तक मन्दिर, आगरा
16. पण्डेय] रामशकल] शिक्षा की दार्शनिक तथा सामाषास्त्रीय, आगरा पृष्ठभूमि, विनोद पुस्तक मन्दिर।
17. पाल] एसकेके] गुप्त लक्ष्मीनारायण : शिक्षा के सिद्धान्त और आधार इलाहाबाद:
18. मोहन] मदन कैलाष प्रकाशन इलाहाबाद
19. बाला] बाजपेयी एवं शिक्षा के आधारभूत तत्व, लखनऊ आलोक प्रकाशन

## Course Objectives

The course will introduce.

- Nature and scope of language.
- Appreciate the relationship between language & culture.
- Learn about development of language.

## Learning Outcomes

Upon successful completion of this course, students will be able to:

- To develop interest in students for language.
- Realize the need of language development.
- Students will be aware of communication skills.

## Course Content

Module	Course Topics
I	<b>Language and Curriculum Transaction:</b> Meaning of language, Definition of language, characteristics of language, Significance of language, Role & functions of language, Scope of language. Status of Indian Languages and its transaction in classroom. Theories of language learning.
II	<b>Development of Language:</b> Meaning nature & concept of development of Language, Using first and second language in the classroom, tri language system, multilingualism. Relationship of language with culture. Principles of communication, Role of communication, Classroom of communication (verbal communication & Non-verbal communication).
III	<b>Theoretical Understanding:</b> theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.
IV	<b>Communication:</b> Meaning and concept, Elements of communication, Process of communication, Types of communication, Verbal and Non-verbal communication, Interpersonal, Intrapersonal, group and mass communication, ways and means to developing communication skills at schools, general barriers to communication.

## Practicum

- Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing. (To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.).

## Suggested Reading

1. Agnihotri, R.K. &Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi:Sage Publications.
2. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University.
3. Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
4. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.
5. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
6. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
7. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

### Course Objectives:

The general objective of the course is to introduce.

- Concept of curriculum its nature
- Knowledge of two subject and a discipline.
- Theories related his/her discipline / subject.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of a subject and a discipline.
- Differentiate between the two subject and a discipline.
- Understand about knowledge and its theories related his/her discipline/subject

### Course Contents :

Module	Course Topics
I	<b>Concept of Subject of Discipline:</b> Concept, History and development of Human Knowledge subjects and disciplines, knowledge generation process, Development of research methodologies in various disciplines, differences between subject and disciplines, Education as a subject & discipline.
II	<b>Concept and nature of discipline:</b> Meaning, Concept and nature curriculum. Importance of curriculum, principles of curriculum, Basis of curriculum, types of curriculum, approaches of curriculum (co- relation, Integration concentric, chronological) differences between syllabus and curriculum.
III	<b>Major disciplines:</b> Physical sciences, Biological sciences, Mathematics, Social sciences, Languages, Humanities, Fine Arts, Performance Arts, place of each subject in disciplinary classification, theoretical/Applied/Productive/ Professional/ Integrated/ Correlated/ Fused/ Core/ Peripheral/ Pure/ Inter/ Multi/ Trans disciplinary. Situating education among classification
IV	<b>Recommendation &amp; policies of curriculum frame work:</b> 1. Need and importance of curriculum development 2. Suggestion of secondary education commission (1952-1993) 3. Suggestion of Kothari commission (1964-66) 4. National policy in education 5. New trends in curriculum development.

### Practicum:

- Prepare report on how any subject grow sin to a discipline.

### Suggested Readings:

1. Aggarwal ,J.C. : Theory and Principles of Education, New Delhi Vikas Publishing House
2. Bhatiaand Bhatia: Theory and Principles of Education, New Delhi, Doaba House, Book sellers & Publishers.
3. Cook & Cook: Sociological approach to Education, New York , McMillan .
4. Ottaway: Education and society London Rout ledge
5. Dewey, John : Democracy and Education New York, Macmillan and Co.
6. Fleming : Social psychology and education, London, Kegan Paul Society: An introductory Analysis New York Macmillan & Co.,
7. Saxena , N.R.S. : Philosophical and sociological foundation of education Meerut: Surya Publishing
8. T. Raymont : The Principles of Education Bombay: Orient- Longman 'slimier.
9. Pandey, R.S.: Principals of Education, Agara-2VinnodPustakMandhir.
10. Nunn, T.P.: Education its Data and First Principles London: Edward Arnold.
11. Lall, DevInder & Chaudhary ,K.P.: Principles Practices of Education, Delhi: G. C. Kanpur & Sons.
12. Havig hurst & New Garten: Society & Education Boston Elin & Bacon.
13. Clark: Education and International Understanding.

## Course Objectives:

The general objective of the course is to introduce.

- To develop an understanding of the concept of ICT in Education.
- To develop an understanding of the importance and need of communication through ICT.
- To develop an understanding of the psychological bases of using various support media required for ICT.
- To familiarize student-teachers with contemporary teaching- learning techniques.
- To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

## Learning Outcome:

Upon successful completion of this course, students will be able to:

- Explain the challenges and opportunities emerging in integrating new technology in Educational process.
- Apply new trends, techniques in education in classroom situation.
- Discuss the nature and scope of educational technology and various concept of technology.
- Develop Skills and competencies for effective instructions.

## Course Content:

Module	Course Topic
I	<b>ICT in Education</b> : Concept, meaning, nature and importance of ICT in Education, Need and Scope of ICT in education, advantages and limitations of ICT in education. Dale's cone of experience, Multisensory instruction. Multisensory instructional approach and constructivist approach. Advance organizer model of Ausubel, inquiry method and teaching maxims.
II	<b>Introduction to Computers &amp; E-learning:</b> Meaning, characteristics and functioning of a computer & language, components of a personal computer, Internet, Computer Vinous-learning: Concept and nature, web based learning, virtual classroom, EDUSAT. Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, cooperative learning.
III	<b>Instructional Design System:</b> Concept, Views, Process and stages of Development of Instructional Design, Programmed Instruction-Origin Principles characteristics and Psychological foundation of PI, Types: Linear, Branching and ethics, Development of a Programme: Preparation, Writing, Try out and Evaluation, Models of Teaching; Meaning, concept, types and Scope.
IV	<b>Modalities of Teaching:</b> Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning. Modification of teaching behavior, Flanders interaction, analysis, learning process: Concept, ideas and outline the steps to use the technology in the teaching, Procedure and organization of Teleconferencing / Interactive video-experiences of institutions.

## Practicum :

- Assignment and presentation of relevant topics of course content.
- Prepare and report of effective teaching learning process with ICT.

## Suggested Readings:

1. Aggarwal J.C., 1995, *Essentials of Educational Technology – Learning Innovations*, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) *Understanding by Design, 2 Edition, Association for Supervision and Curriculum Development*
3. Intel ® Teach to the future Pre – Service Curriculum Manual, Edition 2.0 (with Companion CD),
4. Kumar, K.L., 2000, *Educational Technology*, New Age International (P) Ltd. Publishers, New Delhi.

## **BED2151- PSE (Preliminary school Engagement)**

### **Course Objectives:**

The general objective of the course is to introduce:

- Classroom skills of teaching used by teachers.
- Questioning techniques.
- Framing of black board work.
- Narration techniques.
- Reinforcement techniques.
- Feedback by the students.

### **Learning Outcome**

Upon successful completion of this course, students will be able to:

- To know basic teaching skills and classroom management.
- Make teaching effective.
- Use innovative methods in teaching.

### **Course Contents:**

**One Week School Observation:** Writing a Report on Observation of regular class room teaching on different skills with respect to pedagogical practices & classroom management techniques used by the teachers.

**Reflection:** Reflection on roles & responsibilities of teachers by interviewing school staff, writing report on infrastructural facilities.

**Field Activities:** Report writing after visiting Old Age home /Special School/ Orphanage.

### **Practicum:**

- Submit report of all the three course content given above.

# Semester II

## BED 2201 Learning and Teaching

### Course Objectives:

The general objective of the course is to introduce

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

### Learning Outcome

Upon successful completion of this course, students will be able to:

- Comprehend the concept and nature of learning and teaching.
- Know the different dimensions of learning.
- Develop awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- Know the nature context different kinds of teaching & learning.
- Acquaint an understanding of different theoretical perspectives of learning.
- Comprehend with the concept and nature of Intelligence, Personality and Adjustment.

### Course Contents:

Module	Course Topics
I	<b>Development and Learning:</b> Learning: meaning, concept and definition. Teaching: Concept and definition, difference between teaching and learning Domains of Learning, Factors of learning, Kinds of learning.
II	<b>Theories of Learning:</b> (a) Theories of Learning (Concepts, Principles and applicability in different learning situations): -Thorndike, Pavlov, Skinner, Kohler. (b) Meaning of 'Cognition' and its role in learning, Socio-Cultural factors influencing Cognition and Learning. Role of a teacher in a teaching-learning context: Transfer of learning.
III	<b>Intelligence and Motivation:</b> Defining Intelligence <ul style="list-style-type: none"> <li>• Nature of Intelligence and the role of Heredity and Environment</li> <li>• Theories of Intelligence</li> </ul> (a) Spearman's Two Factor theory (b) Guilford's Factor Analytical Theory (c)Thorndike (d) Thurston Individual Tests – Verbal Tests, Group Tests : Verbal/Non Verbal Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies.
IV	<b>Personality and Adjustment:</b> Meaning and Nature of Personality Theories of Personality (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung (b) Trait Approach – Cattell. Meaning and nature of Adjustment –(in the context of teaching and learning Methods of Adjustment – Direct methods/Indirect methods. Characteristics of a Well Adjusted Person.

### **Practicum / Field Engagements (Any one):**

- Prepare a report on case study of a child.
- Assignments and Presentations.

### **Suggested Readings:**

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. B R Hergenhahn: An Introduction to Theories of Learning
3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
4. Beihemer, S. Psychology Applied to the Classroom
5. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
6. Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.
7. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
8. Chatterjee Saroj: Advanced Educational psychology
9. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.
10. Dandekar W N: Fundamentals of Experimental Psychology
11. Dandpani S: A text book of Advanced Educational Psychology
12. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
13. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
14. Edward E Smith: Cognitive Psychology
15. Garrett, H. E., Statistics in Psychology and Education.
16. Gulati, Sushma: Education for Creativity, NCERT, 1995.
17. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
18. Hurlock Elizabeth, Developmental Psychology
19. Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.



## BED 2202 Contemporary India and Education

### Course Objectives:

The general objective of the course is to introduce:

- The general objective of the course is to introduce.
- Knowledge of the diversity of Indian society.
- Knowledge of Indian Education systems in pre independence and post independence India .
- Knowledge of different policies and programmes in Independent India.
- Knowledge of signification trends, issues and challenges in contemporary education.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand and appreciate the diversity of Indian society manifested in various forms such as region, caste, culture and language.
- Understand the development of education system in India during various historical periods with specific context to access and quality.
- Analyze and appreciate the role of education in socio-political transformation and economic reconstruction.
- Understand and analyze the education policy during various regimes in contemporary India and its implications for the access, social justice and quality of life.

Module	Course Topics
<b>I</b>	<b>Contemporary India:</b> Social Stratification-forms and function; caste and class; region and religion, Educational scenario of India: diversity in terms of educational opportunities- religion, caste, class, gender, language, Challenges in achieving universal elementary education, Role of education in creating positive attitude towards diversity, Impact of Urbanization; Industrialization; Globalization, modernization, etc.
<b>II</b>	<b>Constitutional Provisions and Education:</b> Constitutional provisions on education that reflect National ideals, Democracy and the values of equality, justice, freedom, concern for others, well-being, secularism, respect for human dignity and rights, India as an evolving Nation: Vision, Nature and Salient, Features – Democratic and Secular polity, Federal structure: Implications for educational system, Aims and purposes of education drawn from constitutional provision; Fundamental Rights & Duties of Citizens, Role of Central and State governments in the development of education
<b>III</b>	<b>Policy Framework for Development of Education in India :</b> Overview of educational reform in the Pre-independence period Macaulay ‘minutes, Wood & Dispatch, Hunter Commissions; Sergeant Report, Basic education; Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986., Language Policy, Learning Without Burden-1993
<b>IV</b>	<b>Contemporary Indian Education: Initiatives of Government of India:</b> Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal, Challenges in Implementation of RTE Act 2009, Right to Education and Universal Access:(a) Universal enrolment (b) Universal retention (c)Universal success , Issues of quality and equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- able children) , Equality of Educational Opportunity, Meaning of equality and constitutional provisions

**Practicum: Do any One**

- Impact of electronic media on children
- Organization of Literacy Programmes (Night School/Classes) for adults and
- Continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas
- Survey of nearby locality to find out the causes of low literacy.

**Suggested Readings:**

1. Aikara, Jacob (2004) Education: Sociological Perspectives, Jaipur : Rawat Publications.
2. Basant ,Rakeshand Gitanjali Sen(2014), “Access to Higher Education in India :An Exploration of its Antecedents”, Economic and Political Weekly, Vol.XLIX, No.51, December 20.
3. Ghosh, Suresh Chandra (2007), History of Education in India, Jaipur : Rawat Publications.
4. Gore, M.S.(1982), Education and Modernization in India, Jaipur: Rawat Publications.
5. Govinda, R.(ed) (2011), Who Goes to School: Exploring Exclusion in Indian Education, Delhi: Oxford University press.
6. Kumar, Krishna (2005), Political Agenda of Education: A Study of Colonialist and Nationalist ideas, New Delhi: Sage Publications.
7. Lal, Raman Bihari and Sunita Palod (2012), Shekshik Chintan evam Prayog: Udiyaman Bhartiya Samaj me Shikshak, Meerut: R. Lal

## BED 2203 Understanding the Self

### Course Objectives

The general objective of the course is to introduce:

- Meaning, concept and nature of understanding of self and its various aspects.
- Gain an understanding of the central concepts in defining 'self' and 'identify'
- Reflect critically on factors that shape the understanding of 'self'.
- Appreciate the critical role of teachers in promoting 'self and students' well-being.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand about the concept and nature and its various aspect.
- To understand of the central concepts in defining self and identify.
- To make the students aware about the role of teachers in promoting self.

### Course Contents

Module	Course Topics
I	<b>Understanding of self</b> -Meaning, definition, concept and nature, Reflections and critical analysis of one's own self and identity, Identifying factors in the development of 'self' and in shaping identity, Developing an understanding of one's own philosophical and cultural perspectives as a teacher.
II	<b>Role of Teacher in Developing Understanding of Self among Learners</b> - Reflecting on one's own childhood and adolescent years of growing-up, Facilitating development of awareness about identity among learners, Developing skills of effective listening, accepting, positive regard etc. as a facilitator.
III	<b>Self Esteem &amp; Effectiveness:</b> Meaning definition, Importance, Components of self esteem, High and Low esteem, Managing your self esteem.
IV	<b>Building Positive Attitude:</b> Meaning and nature of attitude, Components and types of attitude, Importance and relevance of attitude. Classification of values, Material, Social, Moral and Spiritual, inculcation of values through education. Theories of value- positive and negative values. Role of education to overcome negative value.

### Practicum: Attempt any two

- Group activities involving community participation.
- Writing an Educational autobiography with respect to their experience as a learner till now.
- Purposive film viewing
- Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)

### Suggested Readings

- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi.
- Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from [www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf)
- Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi.
- Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi.
- Venkatesha murthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

## **BED2251- Practice in Teaching of 2 School Subject**

### **Course Objectives:**

The general objective of the course is to introduce:

- Independent knowledge and skills.
- Basic teaching skills at classroom management
- Audio Visual aids used in teaching.
- How to make teaching effective.
- How to impart adequate knowledge of methodology of school subject.

### **Learning Outcome**

Upon successful completion of this course, students will be able to:

- Know about teaching skills.
- Know appropriate use of audio visual aid.
- Teaching methods and techniques of various school subject

### **Course Contents:**

Practice in teaching of two school subjects for four weeks to be conducted in schools, pupil teacher will have to teach 15 Lesson plans in each subject total 30 Lesson plans. Lesson plan, Teaching Aids and Teaching Models should be used in each lesson plan

### **Practicum:**

- Submit 15 lesson plans of each subject, teaching aids and models.

## BED2231 Pedagogy of School Subjects- Civics

### Course Objectives:

The general objective of the course is to introduce

- Concept nature of civics in school curriculum.
- Concept of national emblem and constitution.
- Knowledge of various maxims of teaching civics.
- Knowledge of different strategies and methods of teaching civics.
- Knowledge of innovative practice in civics teaching.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the Importance of teaching Civics – propagation of social ideals.
- Acquire content knowledge of methods of civics.
- Formulation of aims and objectives of teaching civics at junior & high school level.
- Understand the Principles involved in the construction of syllabus for civics.
- Cultivate the Qualities of good Civics teacher.
- Evaluate Text Book of Civics: Criteria of good textbooks and critical evaluation.

### Course Contents :

Module	Course Topics
I	<b>Concept, Nature &amp; Scope of civics:</b> Need and Importance of civics in school, Correlation of civics with other subjects, Aims and objectives of teaching civics at secondary and senior secondary level .
II	<b>Rastriya Pratik aur chinha:</b> Panchayti Raj, local bodies and gram panchayat, Samvidhan: Vishestaye, Maulik Adhikar, Kartavya, Niti Nirdeshak tatva. Sansad; Lok Sabha, Rajya Sabha, Rastrapati, Pradhanmantri-Adhikar aur saktiya. Vidhansabha, Vidhan parishad, Rastriya ekta, Anterrastriya sadbhavna.
III	<b>Meaning and concept of curriculum:</b> general principles of curriculum framing in civics, Lesson Planning- its Importance and types (Herbart and Bloom), General Principles and Maxims of Teaching Civics, Qualities of good civics teacher.
IV	<b>Various Methods and strategies of teaching civics:</b> project, problem solving, observation method, role play methods, lecture, Discussion, Brain Storming. Innovative Practice in civics teaching: field trip, seminar, Group Discussion Teaching Aids for civics: Audio Visual aids- Blackboard, Real Objects, Model, Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation, Evaluation of civics Teaching – Diagnostic testing and Remedial teaching.

### Practicum:

- Study a local Election awareness program.
- Survey n report writing of any local bodies or gram panchayat.
- Assignment and its presentation.

### **Suggested Readings:**

1. Aggarwal, N. N., et. al. (1978), Principles of Political Science, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), The Teaching of Social Studies, Delhi: University Publishers.
8. Wesley, F. B. (1950), Teaching social Studies in High School, Boston: D.C., Health & Co.
9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.
10. Fenton, Edwin (1967), The New Social Studies, New York: Hlot Rinehart & Winston, Inc.
11. Finer, (1953), Teaching Techniques in Social Studies, New York: Bank Street Publication.
12. Gleeson Denis & Whitty Geoff (1976), Developments in Social Studies Teaching, London: Open Book.
13. Nicholson & Write, Social Studies for Future Citizen, Geoirge Harrap.
14. Verma, S. P. (1975), Modern Political Theory, New Delhi: Vikas Publishing House.
15. White, F.M., Teaching of Modern Civics, Delhi: Vikas Publishing House.

## BED2232 Pedagogy of School Subjects- Home Science

### Course Objectives:

The general objective of the course is to introduce.

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- To know about the concept meaning and scope of Home Science and objectives of teaching Home Science Higher secondary level.
- Know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To understand about its various functional aspects.
- To provide practical knowledge of its content to be skilled.
- To apply acquired Knowledge in our daily life activities.

### Course Contents:

Module	Course Topics
I	<b>Meaning and scope of Home Science:</b> Importance of Home Science in school curriculum. Aims and objective of teaching Home Science, writing objectives in behavioral terms, Laboratory-Features of Home Science laboratory, planning, organizations and maintenance of Home Science laboratory, Textbooks of Home Science. Qualities of Home Science teachers.
II	<b>Concept of balanced Diet and its Nutrients:</b> Concept of common disease and its prevention, Concept of Health and Hygiene and its importance in our daily life, Concept of child growth and Development and basic saving practices, General awareness of application of Home Science in our daily life working. Concept of Interior Decoration and Utility of waste products, Concept about basic fibers and its maintenance Concept of basic stitches, used in different embroideries.
III	<b>Planning and Designing for Effective Instruction in Home Science :</b> Planning for instructional process – need, advantages and strategies, Micro Teaching, Unit Planning and Lesson planning, Approaches and Methods of Teaching Home Science , Discussion method , Demonstration method , Laboratory work , Project method , Problem solving method.
IV	<b>Evaluation:</b> Concept , Technique and its Importance, Continuous Comprehensive Evaluation: Scope and Effective use in Home Science Teaching- Learning, Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.

### Practicum

- Organization of any two Co-curricular activities in Home Science
- Organization Exhibition.

### **Suggested Readings:**

1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: the Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
2. Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
3. Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
4. Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
5. Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
6. Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.
7. Hall & Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd. 1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
8. Broudy,Harry S.and Palmer,John R.(1966) Examples of Teaching Method,Chicago, Second Printing,Chicago, Rand McNally & Co.
9. Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
10. Dale Edgar(1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, NewYork.
11. Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
12. Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.



## BED2233 Pedagogy of School Subjects- Biology

### Course Objectives:

The general objective of the course is to introduce

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

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Comprehend the basic understanding of the nature of Biology and it interface with Society.
- Understand the concept of aims and objectives of teaching biology.
- Acquaint with the conceptual understanding of the Pedagogy of Biology.
- Know the teaching skills based on Innovative techniques.
- Understand the evaluation of biology teaching.
- Use of innovative practices in the teaching of Biology.

### Course Contents:

Module	Course Topics
I	<b>Meaning and scope of Biological Sciences:</b> Importance of Biology in school curriculum. Aims and objective of teaching biology, writing objectives in behavioral terms, Laboratory-Features of Biology laboratory, planning, organizations and maintenance of biology laboratory, Textbooks of biology. Qualities of biology teachers.
II	<b>Cell and its organelles:</b> Types and part of plant, Introduction to plant process Photosynthesis, Transpiration, Movement, Nutrition, and Reproduction. Introduction to Animal processes, Digestion, Respiration, Locomotion, and Blood circulation, Excretion, Reproduction, Control and Co-ordination, Adaptation in Plant and Animals. Useful Plants and Animals. Food; Sources, Components, Balanced diet, Deficiency diseases, Ecosystem, Types, Food chain and Food web, Energy Cycles, Pollution. Green House Effect, Global warming, Acid rain.
III	<b>Planning and Designing for Effective Instruction in Biology:</b> Planning for instructional process – need, advantages and strategies, Micro Teaching, Unit Planning and Lesson planning. Approaches and Methods of Teaching Biology- Discussion method, Demonstration method Laboratory work, Project method, Problem solving method.
IV	<b>Evaluation:</b> Concept, Technique and its Importance, Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching- Learning, Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.

### Practicum: Do any One

- Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments.
- Develop a Multi- Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Assignments/ Presentations.

**Suggested Readings:**

1. Teaching of Biological sciences- S.P.Kulshreshtha.
2. Teaching of Biology and science- S.K Mangal.
3. Aao Sikhien Vigyan 6,7,8- U.P. Basic Shiksha Parishad.
4. N.C.E.R.T. Science 6,7,8.
5. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
6. Heller, R. (1967), New Trends in Biology Teaching, Paris: UNESCO
7. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences,
8. NCERT (1969), Improving Instructions in Biology, New Delhi.
9. Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
10. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London
11. Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.
12. Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
13. Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
14. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

## BED2234 Pedagogy of School Subjects- Mathematics

### Course Objectives:

The general objective of the course is to introduce

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at secondary level.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Provide content enrichment for better learning of Mathematics.
- Understand the nature, aims, objectives and scope and Mathematics
- Appreciate the historical perspective and contribution of Indian Mathematicians. Understand the principles, process relationships to design appropriate strategies for teaching them.
- Appreciate relationship to generalize, to analyze and to reason out.

### Course Contents:

Module	Course Topics
I	<b>Introduction to Mathematics:</b> Introduction to mathematics education , Nature of mathematics (axioms, postulates, patterns and language of Mathematics), Need and importance of Mathematics at secondary stage, Developing objectives of teaching mathematics in behavioral terms, Correlation of Mathematics with other subjects, Historical developments in Mathematics Contributions of Indian mathematician- Aryabhata, Bhaskaracharya. And Ramanujan, Scope of mathematics.
II	<b>Place of Mathematics in secondary school curriculum:</b> Critical evaluation of the curriculum in use in Mathematics at the secondary stage: according to NCF, Qualities of a good Mathematics textbook and its evaluation (Content analysis), Professional competencies of a Mathematics teacher.
III	<b>Instructional strategies and methods of teaching mathematics:</b> Inductive, deductive approach. Analytic and synthetic approach, Heuristic and project approach. Various techniques of teaching Mathematics : oral , written , drill , assignment , supervised study, Activity method and cooperative learning, Organization of teaching strategies in Mathematics, Different models of lesson planning, Micro Teaching, Unit Planning and Lesson planning , Teaching of Arithmetic (Commercial Math) , Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations) , Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles) , Teaching of Mensuration (Surface areas and volumes of solid figures) Teaching of Statistics (Measures of central tendency - graphical representation), Mathematics clubs, Development and use of Mathematics club in school.
IV	<b>Technology Integration and Evaluation: Technology Integration:</b> Planning with the integrating Technology for inquiry , (NTeQ) model for Mathematics at secondary school level, Diagnostics test and remedial teaching in Mathematics , Continuous and Comprehensive evaluation, Achievement Test. Need and importance of class tests, Action research: Concept and Identification of problems faced by the teachers in the classroom.

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**Practicum: Do any One**

- Designing of mathematics kits for target group.
- Preparation and analysis of teacher made achievement test on a unit.
- Construction and administration of achievement test in Mathematics.
- Organizing a co-curricular activity in School.

**Suggested Readings:**

1. Servas, Wand T.Varga. Teachings School Mathematics- UNESCO Service Book.
2. Aiyankar, Kuppaswami. The teachings Of Mathematics.
3. Bellard, P.B. Teaching the Essentials of Arithmetic.
4. Bhatnagar,A.B.: New Dimensions in the Teaching of Mathematics, Modern Publishers, Meerut.
5. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
6. Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
7. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
8. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.

### Course Objectives:

The general objective of the course is to introduce

- Concept of geography and its various aspects.
- Knowledge of various methods and techniques in geography teaching.
- Concept of Indian and world geography and its allied problems.
- Knowledge of different instructional inputs in geography teaching.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand about the concept of geography and its various aspects.
- Become aware and sensitive towards Indian and the World geography and its allied problems.
- Realize the need of study of geography for sustainable development.
- Acquire knowledge about the different methods of teaching in geography teaching.
- Acquire knowledge of the tools and techniques for the evaluation of geography teaching.
- Write objectives in behavioural terms.

### Course Contents :

Module	Course Topics
I	<b>Meaning of Geography and development</b> : meaning , concept and scope during the age of discoveries, Earth and Continents with its characteristics, Solar system, Atmosphere and Climate
II	<b>Production in India</b> : Its factors, Factors affecting geographical conditions, Survey and Map reading, External Agents of Change
III	<b>Nature and concept of teaching geography</b> : Place of Geography in curriculum, learning outcomes, Aims and objectives of Geography teaching, changing objectives, writing objectives in behavioral terms, Aspects of evaluation – continuous vs. comprehensive, process, formative vs. summative, cognitive vs. non-cognitive, tools of evaluation, Textbook of Geography.
IV	<b>Instructional inputs in Geography teaching</b> : Teacher directed, learner directed and group directed instructional input. Tools of teaching geography - map, scale, model, symbols, globe, excursion, local resources, Use of media in Geography teaching, Lesson planning based on different methods (Project, problem solving, brain storming etc.), Remedial and diagnostic teaching.

### Practicum:

- Pupil teachers will collect some geographical materials and compare it and report writing
- Assignment and its presentation.

### Suggested readings:

1. Rai B.C., Geography Teaching G.S.D.Tyagi, Teaching of Geography, Vinod publications, Verma O.P. and Vedanayagam, E.G., Geography Teaching, Sterling publishers.

## BED2236 Pedagogy of School Subjects- History

### Course Objectives:

The general objective of the course is to introduce

- Knowledge of history as a school subject- importance need and scope.
- Concept of ancient, medieval and modern history.
- Evaluation techniques in history as a subject.
- Knowledge of different methods and approaches of teaching history.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- To develop interest in student for history.
- To develop historical imagination among students.
- To make the student aware of the influence of their present life.
- To develop spirit of Patriotism and Brotherhood among student.

### Course Contents:

Module	Course Topics
I	<b>Introduction of history:</b> Different Approaches of History, Important, need and scope of History, Is History a science or an art?, Relation of History with other subjects, Place of History in school curriculum.
II	<b>Ancient History:</b> Indus civilization(its features ), Vedic civilization, Jain and Buddhist ,Maurya and Gupt Period, Medieval Period- Introduction of Muslim Culture in India with the Sultanate Period and Mughal Period, Modern History- Report of 1857, National Movements from 1885 to 1947
III	<b>History Teaching :</b> it aims and objectives, writing objectives in behavioral terms, Textbook of History(Criteria of good textbook),History Teacher- Qualities and their role in society,History Classroom- Organisation and maintenance, Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion.
IV	<b>Method &amp;Techniques :</b> Approaches of Teaching History, Teaching aids and Media in teaching of History,Lesson Planning- it Importance and types (Herbart and Bloom), Remedial and Diagnostic Teaching.

### Practicum:

- Visit to a local place of historical importance and report writing
- Assignment and its presentation.

### Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.

3. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harman Publishing House.
4. Dixit , U. and Bughela (1972), *Itihas shikshan*, Jaipur: Hindi Ganth Academy.
5. Ghate, V. D. (1956), *Teaching of History (English & Hindi)*, Bombay: Oxford University Press.
6. Gunning, Dennis (1978), *The Teaching of History*, London: Goom Helm Ltd.
7. Jarvis, C. H., *Teaching of History*.
8. Khan S.U. (1998), *History Teaching-Problems, Prospective and Prospect*, NewDelhi: Heera.
9. Kochar, S. K. (1972), *The Teaching of History*, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), *Teaching History in Secondary Schools*, Delhi: Sterling Publishers.
11. Mujeeb, M. (1960), *World History: Our Heritage*, Bombay: Asia Publishers
12. Shaida, B. D. and Singh, S. (1973), *Teaching of History*, Jullundur: Dhanpat Rai & Sons.
13. Tara Chand, *A History of Indian People*, Aligarh: P.C. Dwadesh & Co.
14. Weech, S.K.I. (1951), *History of the World* London: Odhas Press Ltd.

## BED2237 Pedagogy of School Subjects- Economics

### Course Objectives:

The general objective of the course is to introduce

- Concept and importance of Economics and characteristics of Indian economy.
- Knowledge of basic concepts of economics as a subject at secondary level.
- Knowledge of various devices and methods of teaching economics.
- Knowledge of Evaluation techniques and construction of model question paper.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Acquire knowledge about basic facts, concept, law, Principles and trends in Economics.
- Acquire knowledge and Understanding of aims and objectives in behavioural terms.
- Understand the various devices and methods of teaching economics and develop skills and abilities to select appropriate methods and apply them effectively.
- Acquire the knowledge of economics curriculum.
- Develop skills in organizing planning –learning of experiments in writing and organizing the lesson plan.

### Course Contents :

Module	Course Topics
I	<b>Concept, nature, scope and types of economy:</b> some problems of related to different type of Economy, Characteristics of Indian Economy, Main Sectors of Indian Economy- Agriculture, Industry and Service.
II	<b>Meaning, need and theories :</b> Demand and Supply, Income and Employment, National Income, Budget, Role of banks in Economy, Its effect on market. Economic Infrastructure: Physical and human, Consumer Awareness, Effect of Globalization on Economy.
III	<b>Importance of Economics:</b> as a discipline at secondary level and its correlation with other subjects Aims and objectives of teaching Economics. Writing objectives in behavioral terms, Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom), Importance of Teaching Aids, Qualities of Economics teacher, role of the teacher in the content society, Textbook of Economics- Criteria of a good textbook, Evaluation techniques in economics.
IV	<b>Methods, techniques and approaches of teaching economics:</b> Team teaching, Discussion, Problem solving, Inductive-deductive approach etc, Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc and its uses, Diagnostic and Remedial teaching, Organisation of Economics room

### Practicum:

- Case study of functioning of a particular branch of any nationalized bank.
- Visit a factory and prepare a report on its financial functioning.
- Assignment and Presentation of topics.



**Suggested Readings:**

1. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
2. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
3. Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
4. Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.
5. Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
6. Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
7. Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.
8. Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
9. Hodgkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
10. Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.
11. Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.
12. Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
13. NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.
14. Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.
15. Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics, London, Macmillan.
16. Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.

## BED2238 Pedagogy of School Subjects- Hindi

### Course Objectives:

The general objective of the course is to introduce

- भाषा की अलग अलग भूमिकाओं को जानना
- स्कूल की भाषा , बच्चों की भाषा और समझ के बीच के सम्बन्ध को जानना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना

### Learning Outcome:

छात्राध्यापक इस विषय के अध्ययन के उपरान्त योग्य हो जायेंगे:

- s हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना।
- s हिन्दी साहित्य के इतिहास से परिचित कराना।
- s हिन्दी व्याकरण का ज्ञान कराना।
- s छात्रों के वास्तविक जीवन से सम्बन्धित करके ज्ञान प्राप्त कराना।
- s शिक्षण के विभिन्न उपागमों एवं विधियों को जानना।

### Course Contents :

Module	Course Topics
I	<b>हिंदी भाषा के स्वरूप का बोध:</b> भाषा का अर्थ एवं परिभाषाएँ, भाषा की प्रकृति, भाषा के विविध रूप, भाषा का सामाजिक में जीवन में महत्व, भारतीय दृष्टिकोण, पाश्चात्य दृष्टिकोण, मातृभाषा का स्थान, मातृभाषा का अर्थ, महत्व, मातृभाषा का पाठ्यक्रम में स्थान, विभिन्न स्तरों के पाठ्यक्रम में मातृभाषा का स्थान
II	<b>हिंदी भाषा की स्थिति और भूमिका :</b> स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी। अन्य भाषाओं के साथ हिंदी का सम्बन्ध, हिंदी के विविध रूप, अंतरराष्ट्रीय स्तर पर हिंदी ज्ञान की भाषा के रूप में हिंदी, हिंदी पढ़ने पढ़ाने की चुनौतियाँ
III	<b>हिंदी साहित्य के इतिहास का अध्ययन :</b> विद्वानों द्वारा किया गया काल विभाजन, आचार्य रामचंद्र शुक्लका काल विभाजन, आदिकाल, रीतिकाल, आधुनिक काल रस, रस के अंग, रस के प्रकार, छंद, छंद के अंग, काव्य में छंद का महत्व, छंद के प्रकार, अलंकार, अलंकार के भेद, शब्दालंकार, अर्थालंकार
IV	<b>हिंदी शिक्षण में मूल्यांकन :</b> मूल्यांकन का अर्थ एवं परिभाषाएँ, मूल्यांकन की विशेषताएँ, मूल्यांकन का प्रयोजन, मूल्यांकन का क्षेत्र, मूल्यांकन प्रक्रिया के सोपान, मूल्यांकन व परिक्षण, मूल्यांकन का भाषा शिक्षण में महत्व

### Practicum

- 1& काव्य गोष्ठी    2- लघु नाटिका    3- सामान्य ज्ञान प्रश्नोन्तरी  
काव्य पाठ,    वाद-विवाद    प्रतियोगिता

- 2- पुस्तकालय भ्रमण एवं रिपोर्ट तैयार करना
- 3- विभिन्न महत्वपूर्ण तिथियों पर हिन्दी से सम्बन्धित कार्यक्रम आयोजित कराना।

छः से लेकर 10 तक की किताबें

रामचन्द्र शुक्ल	-	हिन्दी साहित्य का इतिहास
पी. एन. पाण्डेय	-	हिन्दी साहित्य का इतिहास
हरदेव बाहरी	-	हिन्दी व्याकरण
लूसेन्ट	-	हिन्दी व्याकरण

## BED2239 Pedagogy of School Subjects- English

### Course Objectives:

The general objective of the course is to introduce

- Concept of English as a discipline, its importance nature and Scope.
- Concept of different aims and objective of teaching of English.
- Knowledge of basis structure of the content, function and acquisition of English language.
- Basic concepts of different methods and approaches of teaching English.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- To develop an understanding of Importance of English as a discipline and its basic perspectives.
- To focus on the nature, scope, role & status of English Language from future perspectives.
- To understand the place of English Language in school curriculum.
- To understand the aims & objectives of Teaching of English with futuristic vision
- To know the Structure of the Content (English Literature & Language), Functions & Acquisition of English Language.
- To know & understand the teaching methods & pedagogical approaches of English
- Teaching.
- To develop & integrate the use of the Linguistic skills & linkage with other subjects.

### Course Contents :

Module	Course Topics
I	<b>English as a Discipline:</b> its importance, Nature, Scope, Role & Status of English Language, Place of English Language in Indian school Curriculum, Views & Policies of Education. Role of English Teacher. Aims & Objectives of Teaching of English
II	<b>Language, Meaning, Importance:</b> Functions of Four major Language Skills, Listening, speaking, reading writing. Aspects, Forms & Systems of English Language, Spoken & Written Language, Phonology, Morphology, Semantics & Syntax, Teaching of Pronunciation, Vocabulary, Spelling, Reading & Writing.
III	<b>Structure of Content:</b> basic Conceptual Scheme, Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies & autobiographies. Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Précis & Paraphrasing, text-book analysis.
IV	<b>Methods &amp; Approaches of teaching English:</b> Direct Method, Grammar cum Translation Method, Deduction –Induction Method, Dr. Michael West’s New Method, Structural & Communicative Approach., Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition, Importance, Preparation & use of different Audio Visual Teaching Aids.

### Practicum :

- Composition and creative writing: picture composition, story writing, dialogue writing, précis and paraphrasing.

- Preparation of teaching learning material with ICT support: phonetic - deals with sounds, spellings and pronunciation (speaking); semantic - related to understanding (listening); phonetic-cum-graphic related to reading skill, graphic related to writing skill

### **Suggested References:**

1. F.G. French, Teaching English as an International Language, London: Oxford University Press
2. Geetha Nagaraj, English Language Teaching: Approaches, Methods, Techniques, Orient Longman.
3. George Yule, The Study of Language (second edition), Cambridge University Press
4. M.K. Singh, Teaching of English, Meerut: Eagle Books International
5. P.C. Wren and H. Martin, High School English Grammar and Composition, Delhi: S.Chand
6. R.A. Sharma, Fundamentals of Teaching English, Meerut: Surya Publication
7. S.M. Yunus and Karan Singh, Teaching of English, Lakhimpur-Kheri: Govind Prakashan
8. Satish C. Chaddha, Arts and Science of Teaching of English, Meerut: R. Lall
9. T.C. Baruah, The English Teacher's Handbook, New Delhi: Sterling Publishers Pvt.Ltd.

## BED2240 Pedagogy of School Subjects- Science

### Course Objectives:

The general objective of the course is to introduce

- Gain insight on the meaning and nature of physical science for determining aims and Strategies of teaching- learning.
- Appreciate the fact that every child possess natural curiosity about her natural Surroundings.
- Appreciate various approaches of teaching-learning of physical science.
- Use effectively different activities/ experiments / laboratory experiences for teaching- learning of physical science.
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### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand general and instructional objectives of teaching.
- Understand the importance and place of teaching science in schools.
- Know various methods of teaching.
- Prepare lesson plans properly.
- Select and organize learning experiences according to content and level of students.

### Course Contents:

Module	Course Topics
I	<b>Nature and Scope of Science:</b> Nature and scope of Science in daily Life. , Significance of teaching Science in secondary & senior secondary schools, Aims & Objective of Teaching of Science: General and Specific , Difficulties in developing of the content of the Science Curriculum.
II	<b>Aims and Learning objectives of Science:</b> Identifying and writing learning objectivities for different content areas in Science/ Science/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc, Micro Teaching, Unit Planning and Lesson Planning, Planning for Laboratory Demonstration/Experimentation
III	<b>Science Curriculum: Effective Transaction and Evaluation :</b> Textbook in Science - its need and use, evaluation of a textbook, Instructional Aids in Science , Use of audio-visual aids in teaching of Science with special reference to new technologies like interactive TV, Computer Aided Instruction, Laboratory Demonstrations and Experiments: Organization and Conduct in the Science Laboratory.
IV	<b>Professional Development of a Science Teacher:</b> Need and Relevance of Participation in Seminars ,Workshops ,Conferences, Symposia etc well as membership of Professional Organizations in Professional, development of teachers , Field Visits to Institutions /Organizations such as Other Schools ,Museums, Parks, Research Organizations etc: Need and Relevance for Professional development , Action research: Concept and Identification of problems faced by the teachers in the classroom.

**Practicum :**

- Science Quiz/ Scientific games.
- Visit to Regional Science Centre/ Planetarium and Writing Report.
- Making of One working model.

**Suggested Reading:**

1. Narendra Vaidya- Science Teaching.
2. S.M. Agarwal- Science Teaching. NCERT Text Books- Classes 6-10th.
3. Anderson R.D. (1970), Developing Children's Thinking Through Science, NewDelhi: Prentice Hall.
4. Barbe, R.H.(1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
5. Chauhan, S.S.(2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House
6. Edigar M. and Rao D.B.(1996), Science Curriculum, New Delhi: Discovery Publishing House.

## BED2241 Pedagogy of School Subjects- Commerce

### Course Objectives:

The general objective of the course is to introduce

- Knowledge of Evaluation and Development of commerce discipline in higher secondary School.
- Knowledge of different pedagogy and critical issues related to teaching of commerce.
- Concepts of co-curricular activities in teaching commerce.
- Knowledge of recent trends and commerce training.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- To develop an understanding of pedagogy and critical issues related to the teaching- learning of Commerce.
- To enable pupil teachers to appreciate the relevance of studying Commerce at senior secondary level.
- To help form an analytical perspective through comparative analysis of curricula of different boards viz, CBSE, ISC, UP.
- To enable pupil teachers to become effective teachers of Commerce, and perform effective leadership roles in schools and other institutions.
- To orient pupil teachers to new developments, research and innovations in the field of teaching of Commerce.

### Course Contents :

Module	Course Topics
I	<b>Importance of commerce discipline.</b> Nature of Commerce as a Discipline and Rationale of its inclusion in higher secondary School Curriculum, Aims and Objectives of teaching commerce at higher secondary level, Objectives , Techniques of Commerce Teaching , Integration of Commerce with other Disciplines viz., Economics, Science, and Social science.
II	<b>Critical appraisal :</b> The syllabus and textbooks of commerce of higher secondary class, Skills required by professional Commerce teacher. Avenues available for Professional growth, Evaluation in Commerce teaching – Blue print meaning, Preparation of model question paper from textbook of commerce ; Types of test in Commerce.
III	<b>Methods and Approaches of Teaching Commerce.</b> Methods; Lecture Method, Question-Answer technique, Discussion method, Problem-Solving method, teaching through games, Case Study method, Recent trends in commerce teaching: Team teaching, Co-operative learning.
IV	<b>Instructional Media;</b> Meaning and types of instructional media, Using instructional media in teaching of Commerce Lesson Plan. Audio-Visual aids, Use of Software and hardware in teaching of Commerce, Co-curricular activities in teaching Commerce and their utility in strengthening of learning Commerce discipline.



### **Practicum: Do any One**

- Use of community resources (visit to factory and offices)
- Use of spreadsheets in commerce (Accounting), Working knowledge of the prevalent Accounting software (Tally, Busy, etc)

### **Suggested Readings:**

1. Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi:
2. Arya Book Depot. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE.Delhi.
3. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
4. Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; SouthWestern Publishing Co.
5. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York;2005.
6. Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005
7. Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book-Keeping South Western Publishing.
8. Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
9. Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.
10. Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.

# Semester III

## BED 2351 Reading and Reflecting on Texts

### Course Objectives

The general objective of the course is to introduce and

- To develop reading habit for proficiency.
- To develop study and reference skills.
- To enrich and use this experience in teaching.
- To encourage critical thinking on the basis of text reading.
- To be able to express ideas given in text books.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

### Course content:

1 week visit of Pupil Teachers to various Educational Institutes and Govt. & Public Libraries to enrich, Study, Learn , Acquire and Grasp the knowledge from Primary and Secondary resources for better understanding of Content Analysis of texts.

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the ideas, 'The given texts could be extracted from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme shall select 10-15 books available in their library for teaching.

### Practicum:

- Prepare report of the project done in library.

## **BED 2352 Action Research**

### **Course Objectives**

The general objective of the course is to introduce

- The principles of education in real circumstances of the school.
- To reform the organisation and administration of school.
- To emphasise the democratic values in working of school.
- To contribute in disposal and study of day to day problems of school.
- To provide opportunity to the teachers and students for improvement, after making them aware of their drawbacks.
- Study school curriculum in real situations to make them suitable for the local needs.

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Notice what they and their students really do, rather than what they think they do.
- To get feedback regarding the success/ failure of their research.
- Justify the teaching and learning strategy they use.
- To use innovative methods of classroom teaching.
- To find out solution of the research problem they have taken.

### **Course content:**

This course will introduce students to action research, a form of self- reflective systematic inquiry by education and use for their own practice. The goals of action research are for the improvement of education and an improvement in the situation in which the practice is carried out. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise.

Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. The major assignment for the course will be the completion of a mini-research project undertaken in an educational setting in which the student is engaged in professional practice. Under the supervision of their supervisor.

### **Practicum :**

- Do action research on immediate problem related to school, students, teachers and administration.

## **BED 2353 Internship**

### **Course Objectives**

The general objective of the course is to introduce

- Get experience in classroom teaching.
- Collect whole some experience in teaching learning activity.
- To develop overall personality of students.
- Get experience in preparing official documents required by class teachers.
- Employee innovative techniques in classroom teaching.

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- To gain practical experience in classroom teaching in school environment.
- To collect whole some experience in teaching learning activity.
- To develop overall personality of students.
- To train in preparing official documents required by class teachers.
- To employee innovative techniques in classroom teaching.

### **Course content:**

During the Internship, a pupil- teacher shall work as a regular teacher and participate in all the school teachers, community members and children.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Pupil teachers shall be equipped to cater to diverse needs of learners in schools. Pupil-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the Pupil-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each pupil-teacher, internship should be conducted preferably in one school for the entire 16 weeks. under any circumstances, the pupil-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.

### **Practicum:**

- Prepare teachers diary, Attendance register , Notice register, co- curricular activity register  
Report writing.

## Semester IV

### BED2401 Gender , School & Society

#### Course Objectives:

The general objective of the course is to introduce.

- Concept related to Gender.
- Knowledge of different gender issues in school and curriculum.
- Concept of Human right with reference to poverty in related to caste and gender.
- Knowledge of different agencies on human right education.

#### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Develop understanding of basic concepts related to Gender.
- Learn about gender issues in school and curriculum.
- Develop understanding between gender, power and sexuality in relation to education
- Develop understanding of different personality and their assessment

#### Course Contents:

Module	Course Topics
I	<b>Gender and sex-meaning and concept:</b> sexuality, patriarchy and feminism in India Equity and equality in education with Contemporary period; Recommendations of policy initiatives commissions and programmes. Gender Issues and Role of Teachers.
II	<b>Gender challenges:</b> in , gender difference, structural theory, deconstructive theory, Gender identities and socialization practices in schools, family, formal and non formal organizations. Schooling of girls: inequalities and resistances, Gender and curriculum: Analysis of curriculum and hidden curriculum.
III	<b>Human Rights:-</b> Definition, Need and Importance of Human Rights, Nature of Human, Rights, Historical Background of Human Rights and Provisions for Human Rights in Indian constitution, Difference between Human Rights and Fundamental Rights, Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender.
IV	<b>Consumer Rights and Consumer Protection ACT(COPRA) :</b> Consumer courts R.T.I. Act in India, Some vital issues and prominent Judgments regarding Human Rights, Human Rights Commission in India, Agencies for Human Right Education viz. Family, School, State and NGOs.

#### Practicum:

- Visit to orphanage / women protection home / child protection home
- Collection of data related to human rights and its analysis.

**Suggested Readings:**

1. Human Rights Education : Selection from University News
2. Human Rights in India : Chiranjiri J. Nirmal
3. Human Rights and Peace : Ujjawal kumar Singh
4. Human Rights Education : Jagannath Mohanthy
5. मानवाधिकार एवं पुलिस तंत्र: डॉ. दीपा सिंह एवं के. पी. सिंह
6. मानवाधिकार दशा एवं दिशा: रमेश चन्द्र दीक्षित
7. मानवाधिकार कानून: सुरेश जैन

## BED 2402 Knowledge & Curriculum Perspective in Education

### Course Objectives:

The general objective of the course is to introduce.

- Understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.
- Make distinctions between knowledge and information, and reason and belief based on epistemological basis of education, to engage with the enterprise of education.
- The basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.

### Learning outcomes:

Upon successful completion of this course, students will be able to:

- The Students will understand about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc
- Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.
- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

Module	Course Topics
<b>I</b>	<b>Knowledge and Knowing:</b> Knowledge: Meaning and Nature, Types., Differences between information, knowledge, belief and truth. Knowledge Process: Different kinds of knowledge; Knowledge construction, Process of Knowledge. Relative roles of knower and the known in knowledge Transmission and construction
<b>II</b>	<b>Meaning&amp; concept:</b> Meaning Process of knowing, Methods of acquiring knowledge, Levels of knowledge, Difference & Similarity Relative Role, in Knowledge Transmission & Construction. Role of Teachers teaching Contribution in Assimilation & Dissimilation of Information & knowledge, Child centered Education –Characteristics Organization of knowledge in School.
<b>III</b>	<b>Education &amp; Philosophy:</b> Meaning of Education meaning of philosophy Relationship between the two, Views of Ravindranath Tagore, M.K. Gandhi , Swami Vivekanand, Sri Aurobindo. Curriculum: Definition, Meaning, Concept Scope , Aims of Curriculum, Importance , Need & Utility of Curriculum, Nature ,Types, Bases of curriculum, Need of Curriculum in School, Facets of curriculum.
<b>IV</b>	<b>Curriculum Construction :</b> Principles & Defects in the present curriculum. Difference between Curriculum & Syllabus. Phases & Steps in curriculum development. Components of curriculum. Different ways to approach Curriculum Theories., Prescribed by Kothari Commission, National Curriculum Framework for Teacher Education 2005. National curriculum Framework for Teachers 2009 (NCFTE).

### Practicum:

Do any one of the following-

- Analysis of any one text book with regard to incorporation of gender issue.
- How curriculum is evaluated and revised.

**Suggested Readings:**

- Knowledge and Curriculum by Bhawana Shukla , Agrawal Publications.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.



## BED 2403 Assessment of Learning

### Course Objectives:

The general objective of the course is to introduce.

- Concept and purpose of measurement and evaluation.
- Various techniques and tools of evaluation
- Knowledge of examination systems of India at different levels
- Statistical techniques in measurement and evaluation.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Comprehend the concept and purpose of measurement and evaluation.
- Understand the various techniques and tools of evaluation.
- Know the various examination systems of India at different levels.
- Compute and apply the statistical techniques in measurement and evaluation.

### Course Contents:

Module	Course Topics
I	<p><b>Concept of Evaluation:</b> Concept of Measurement, Assessment and Evaluation. ,Need and Scope of Evaluation, Distinction between the following :Measurement, Examination, Assessment and Evaluation, Evaluation Approaches: Formative –Summative, Continuous Comprehensive Evaluation: Need, Relevance, Implementation Procedure, Problems, Errors in measurement and evaluation.</p>
II	<p><b>Tools and Techniques of Evaluation:</b> Characteristics of good measuring instruments and factors affecting them. Reliability and Validity of Tools, Tools of evaluation:- Quantitative – Written, Oral and Practical( Types of Questions: Short, Long, MCQs covering all three domains of Learning-Cognitive, Affective and Psychomotor) Qualitative – Observation, Introspection, Projection and Socio metric. Use of these tools for internal assessment &amp; maintaining cumulative records of learners in School, Planning and Preparation of test including blue print.</p>
III	<p><b>Statistical Methods and Interpretation of scores:</b> Need &amp; Importance of Statistics in Evaluation, Graphical Representation Histogram, Frequency Polygon, Pi Charts, Measures of Central Tendency:- Mean, Median, Mode. (Meaning, Characteristics, use only Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation. Normal Probability Curve:-Properties and Uses. Skewness and Kurtosis Meaning &amp; Reasons.</p>
IV	<p><b>New Trends in Evaluation:</b> Need and Use Question bank, Grading system, Online Examination, Open Book Examination, Credit System, Exam on Demand meaning &amp; uses only</p>

### Practicum :

- Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage

- Analyses the question papers of the subject of your choice (Previous-3 Years)

**Suggested Readings:**

1. Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
2. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
3. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York
4. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
5. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi NCERT
6. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
7. Furst, E.W. Construction of Evaluation Instruments New York : Longmans.

## BED2404 Creating an Inclusive Education

### Course Objectives:

The general objective of the course is to introduce.

- To familiarize student-teachers with the concept of Inclusive Education.
- To identify and address the diverse needs of all special learners.
- To make them able to identify and understand the problems of socially disadvantaged children.
- To acquaint with the trends and issues in Inclusive Education.
- To develop capacity of student-teachers for creating an inclusive school.
- To appreciate various inclusive practices to promote Inclusion in the classroom.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the concept of inclusive education and special children.
- Classify different types of special children.
- Evaluate various methodology of dealing with the children with special needs.
- Develop attitude towards various issues in Inclusive Education.
- Differentiate between special education and inclusive education.

Module	Course Topics
I	<b>Inclusive Education:</b> Meaning, Concept, Scope and Importance of Inclusive Education. History and development of inclusive education. National Policy with reference to disabled.
II	<b>Classification of special children:</b> Physically impaired- Visually - Hearing – Orthopedics, Meaning, Characteristics, Identification, Problems.
III	<b>Exceptional Children :</b> Meaning, identification, needs, and problems. Gifted, Creative, mentally retarded, Learning disabled and Slow learner, drug addicts, delinquents.
IV	<b>Issues in Inclusive Education :</b> Special Education Vs Inclusive Education , Parental Attitude , Teacher Attitude, Community Awareness.

### Practicum work:

- Visits to inclusive / special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationship. Report of the visits to be submitted.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. (The inclusive classroom should have at least 2 students with disability).

### Suggested Readings:

1. Bhargava, M. (1994), Introduction to exceptional children, Sterling Publishers.
2. Blackurst & Berdine (1981), Introduction to Special Education
3. Daniels, Harry (1999), Inclusive Education, London: kogan.
4. Desh, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
5. Hallahan & Kauffman (1978), Exceptional Children; Introduction of Special Education Prentice Hall.
6. Hegarthy, S. & Alur, M. (2002) Education of Children with special needs: From segregation to inclusion, Corwin press, sage Pub.

7. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba.
8. Karant, P. & Rozario, J. (2003). Learning Disabilities in India. Sage Pub.

## **BED2451 Community Living Camp/Educational Tour (1 Week) and Drama & Art in Education (School Visit 1 Week)**

### **Educational Perspective with relation to holistic approach.**

#### **Course Objectives:**

The general objective of the course is to introduce and

- Understand the concept of holistic health, its various dimensions and deterrents.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits, voice modulation and activities for its development.
- Create interest for awareness for multiple perspectives or themselves and meditation
- Help them to understand the importance coordination of head, heart and hand.

#### **Learning Outcome:**

Upon successful completion of this course, students will be able to:

- To develop aesthetic sensibilities in themselves.
- Result in Reflection and Introspection for Transformational Education.
- Acquire collective experience for shaping consciousness.
- Gain control, tolerance, patience and discipline.
- Provide free/ self expression by way of Art and Drama.

#### **Course Content :**

Educational Tour or community living camp for one week outside state.

It is well acknowledged that holistic approach to personality is a multidimensional concept. Given the multi-dimensional nature of health, there are many opportunities for cross curricular learning and integration in other subject areas like science, social science and languages also. The subject has to focus on applied learning and therefore, innovative approaches need to be adopted for transaction of this area. The organisation of activities under this area should ensure a wide range of activities, so that each and every student and Teacher can participate in them according to need. This area, therefore, should focus on Acquisition of habits of healthy living and participation in games, sports and creativity for fitness of mind & body.

The Pupil Teachers will be able to develop aesthetics Art, Dance, Drama. Yoga shall help the students to get collective experience for use of head, hearts and hand. Visiting of exhibitions and cultural fests to initiate interest and need of a well developed personality in a teacher. Healthy mind resides in a healthy body. All Pupil Teachers must attend the workshop based on performing Art / Dance / Drama / Yoga in the various institutes of the city.

#### **Practicum:**

- Prepare Research Project report on workshop

## BED 2431 Value Education

### Course Objectives:

The General Objective of the course is to introduce

- Concept of nature and source of values
- Concept of value and behavioural science.
- Role of Education to overcome negative.
- Knowledge of consumer rights

### Learning Outcome:

Upon successful completion of this course, students will be able to:

The Pupil teacher will be able:

- To understand the nature and source of values.
- To understand the classification of values.
- To understand the importance of values in human life.
- To examine the role of values in education.

### Course Contents :

Module	Course Topics
I	<b>Need and importance of value education:</b> in the present world, Value system – Role of culture and civilization. Classification of values, Material, Social, Moral and Spiritual, inculcation of values through education. Theories of value- positive and negative values. Role of education to overcome negative value.
II	<b>Ethical values:</b> Professional ethics- Mass media ethics- Advertising ethics- Influence of ethics on family life- psychology of children and youth- Leadership qualities- personality development, Family values- Components, structure and responsibilities of family- Neutralization of anger- Adjustability- Threats of family life- Status of women in family and society- Caring for needy and elderly- time allotment for sharing ideas and concerns.
III	<b>Levels of values:</b> realization, value conflict, and their resolution development of values as a personal and life long process, Social awareness, Consumer awareness, Consumer rights and responsibilities- Redressal mechanisms, Issue of Globalization- Modern warfare- terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
IV	<b>Constitutional Values:</b> Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, Social Values: Pity and Probity, Self-Control, Universal Brotherhood. Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith. Religious and Moral Values: Tolerance, Wisdom, character. Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. Environmental Ethical Values. National Integration and international understanding. Need of Humanistic value for espouse peace in the society. Conflict of cross-cultural influences, cross-border education

**Practicum:**

- Study of one local Organization working for World peace and/ Communal Harmony.
- Conduct a survey on residents of any riot – prone area.
- Collect the data of students and/ teachers about consumer awareness.

**Suggested Readings:**

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing, New Delhi, 2003
2. Chakravarthy, S.K. : Values and ethics for Organizations: theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K. : Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991
4. Das, M.S. & Gupta, V.K. : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986
7. Kaul, G.N.: Values and Education in Independent Indian,
8. Rokeach, Milton. The Nature of Human Values, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975
9. NCERT, Education in Values, New Delhi, 1992.
10. Swami Budhananda (1983) How to Build Character A Prime : Ramakrishna Mission, New Delhi
11. A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only)
12. For Life , For the future : Reserves and Remains – UNESCO Publication
13. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996
14. .Swami Vivekananda, Youth and Modern India, Ramakrishna Mission Chennai.

## BED 2432 Guidance and Counseling

### Course Objectives:

The general objective of the course is to introduce.

- Concept and Need of Guidance and Counselling and its relationship to education.
- Essential Guidance services and Guidance programme
- Knowledge of psychological measurement in Guidance and Counselling and its utility

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand the need of Guidance and Counselling and its relationship to Education.
- Understand essential Guidance services and Guidance programme
- Get an idea of psychological measurement in Guidance and Counselling and its utility.

### Course Contents:

Module	Course Topics
I	<b>Nature, meaning, scope:</b> need of guidance from different point of view Major Areas of Guidance; Educational: Meaning, Functions and need of educational guidance at different levels Vocational: Meaning, functions and need of vocational guidance at different levels Personal: Meaning, Functions and need of personal guidance at different levels
II	<b>Essential Guidance Services:</b> Orientation service, information service, placement service, follows up service, counseling service and remedial service, Guidance programme, Organization of Guidance programme at Primary and Secondary level.
III	<b>Counseling:</b> Concept, meaning, purpose, principles, techniques and types of counseling, Use of different type of tests (intelligence, interest, attitude) and interpretation of test data by the counselor
IV	<b>Counselor:</b> Role, responsibilities and qualities of a good counselor. Ethical principles, Role of teacher as a counselor. Guidance and Counseling Centers: Need, objectives and functions,

### Practicum:

- Will guide at least two students and report writing

### Suggested Readings:

1. Oberai, S.C.; Sainkhik tatha Vyavsayik Nirdeshan evam pramarsh, International publishing House, Meerut.
2. Jaiswal, Sitaram ; Shiskha me Nirdeshan evam pramarsh, Vinod Pustak Mandir, Agra.
3. Verma, R.S. and Upadhyaya, R.B.; Shaikshik evam Vyavsayik Nirdeshan, Vinod pustak Mandir, Agara.
4. Sharma, R.A.& Chaturvedi,S.; Shaikshik evam Vyavsayik Nirdeshan evam pramarsh, Surya publication, Meerut.
5. Rai, Amarnath & Ashthana, Madhu.; Nirdeshan evam paramarsh (Sampratayay, Kshetra evam Upagam), Motilal Banarasidas, Delhi.
6. Pandey, V.C.; Educational Guidance and Counseling, Isha Book Depot, Delhi.
7. Myers, C.E.; Principles and Techniques of Vocational Guidance, McGraw-Hill Book Co., Newyark & London.
8. Safaya, B.N.; Guidance and Counseling, Abhishek Publications, Chandigarh.
9. Pandey, K.P.; Educational and Vocational Guidance in India, Vishvavidyalaya Prakashan, Varanasi.
10. Chandra, Ramesh.; Career Information and Guidance and Counseling, Isha Books, Delhi.

## BED2433 Environmental Education

### Course Objectives:

The general objective of the course is to introduce

- Concept of environment and its various aspects.
- Knowledge of Environment protection and sustainable development.
- Different methods of teaching in environmental education.
- Knowledge of the tools and techniques for the evaluation of environmental education.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Understand about the concept of environment and its various aspects.
- Become aware and sensitive towards environment and its allied problems.
- Realize the need of environment protection and sustainable development.
- Acquire knowledge about the different methods of teaching in environmental education.
- Acquire knowledge of the tools and techniques for the evaluation of environmental education.

### Course Contents:

Module	Course Topics
I	<b>Concept and Definition:</b> of environment, different aspects of environment, Concept of Ecosystem, Man and environment relationship, Environmental Degradation including pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis, Environmental Awareness and management-Conservation, Protection and Sustainable Development.
II	<b>Environmental education :</b> concept, objectives and need, Methods of teaching in environmental education- seminar, workshop, problem- solving, Field trips and surveys, projects, Exhibition and other methods
III	<b>Approaches :</b> Interdisciplinary and Multidisciplinary approach of including environmental education in the School curriculum, Use of Media and Technology in environmental education.
IV	<b>Curricular and Co-curricular activities :</b> in environmental education including tree plantation, Awareness campaigns and Community work, Concept and techniques of Evaluation with reference of environmental Awareness, skill, Attitudes and values.

### Practicum:

- Environment based action research project, Participation in activities like plantation, Swach Bharat Abhiyan etc.
- Organization of environmental awareness programmers, celebrating days & weeks related with environment (for e.g. wild life week, world environment day, earth day, world water day etc) in schools.



**Suggested Readings:**

1. Agarwal, J.C. Education for Values, Environment & Human Rights, Shipra Publications, Delhi 2007.
2. Centre for Environment education. Essential learning in environmental education, Ahmadabad 1994.
3. Kumar, Arvind. A Text Book of Environmental Science, A.P.H. Publication House, New Delhi 2007.
4. Laxmi, G.V.S. Methods of teaching Environmental Science, Discovery Publishing House, New Delhi 2004.
5. Samuel, K. Environment Education : Curriculum & teaching Methods, Sarup & Sons, New Delhi 2007.
6. Satapathy, M.K. Education, Environment & Sustainable Development. Shipra Publications, Delhi 2007.
7. Yadav, P.R. Environmental Biodiversity, Discovery Publishing house, New Delhi 2004.

## BED 2434 Health & Physical Education

### Course Objectives:

The general objective of the course is to introduce.

- To identify their health problems and needs
- Build normal health trends.
- Recognized the physical and mental benefit of increased activity.
- Understand anatomy, basic bio mechanical principles and terminology.
- Determine factors involved with development, fitness levels and training strategies.

### Learning Outcome:

Upon successful completion of this course, students will be able to:

- Solving their health problems using their potential.
- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.
- Empower themselves by setting and working toward realistic individual goals.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self esteem.

### Course Content:

Module	Course Topics
I	<b>Health:</b> Guiding principles of health and health education. Nutrition and dietary manipulations. Health – related fitness, obesity and its management. Environmental and occupational hazards and first aid. Communicable diseases – their preventive and therapeutic aspect. School health program and personal hygiene. Theories and principles of recreation. Recreation program for various categories of people.
II	<b>Psychological basis of Physical Education :</b> Play and Play theories, general principles of growth and development, Principles of motor – skill acquisition, transfer of training effects. Sociological basis of Physical Education – socialization process, social nature of men and physical activity, sports as cultural heritage of mankind, customs, traditions and sport, competition and cooperation., Physical Education in ancient Greece, Rome and Contemporary Germany, Sweden, Denmark and Russia. Olympic Movement – Historical development of Ancient and Modern Olympic Games. Physical Education in India.
III	<b>Development of teacher education in Physical Education:</b> Professional courses in Sports and Physical Education in India. Professional Ethics. Qualities and Qualifications of Physical Educational Personnel., Principles of curriculum planning. Course content for academic and professional courses. Age characteristics of pupils and selection of activities. Construction of class and school Physical Education time table.
IV	<b>Characteristics and principles of sports training:</b> Training load and periodization. Training methods and specific training programme for development of various motor qualities. Technical and Tactical preparation for sports. Short-term and long – term training plans. Sports talent identification – process and procedures. Preparing for competition – (build up competitions, main competition, competition frequency, psychological preparation). Rules of Games and Sports and their interpretations.

### **Practicum :**

- Preparation of time table- teacher wise, class wise, subject wise
- Identification of discipline problems in different type of schools

### **Suggested Readings:**

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
3. 'kSjh] th0ih0 % LokLF; f'k{kk] vkxjk fouksn iqLrd efUnjA
4. Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.
5. Cnand Tara, Prakash Ravi : Advanced Educational Administration, New Delhi Kanishka Publishers.
6. Craig, M.W. : Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.
7. Davito, A.J. : Communicology : An Introduction 16th Study of communication, New York Harper & Row Publishers, 1978 .
8. Koochhar, S.K. : Secondary School Administration, Sterling Publishers Pvt. Ltd. 1991.
9. Mukherjee, S.N.: School Administration and Function in India, J.C.Shah Acharya Book Dept., 1963,
- 10.. Padmanabhan, C.B. : Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.
11. Rangnathan, S.R. The Organisation of Libraries, third edition, Oxford University Press.
12. Singh, Amarjit : Classroom Management, New Delhi: A Reflective Perspective, Kanishka Publishers.
13. Singhal, R.P. & Bhagia N.M.: School Inspection System., A modern Approach Vikas Publishing House Pvt. Ltd. 1986.

### Course Objectives:

The general objective of the course is to introduce:

- To train student for – imparting literacy skill to economically and socially all privet section of the society.
- Create own awareness for education.
- To provide knowledge about various cost scheme.
- To educate people about the population situation ideal for family.

### Learning Outcome

- Upon successful completion of this course, students will be able to:
- Comprehend the concept of growth and development.

### Course Contents:

Module	Course Topics
I	<b>Concepts of Adult Education:</b> Adult education meaning, concept and scope. Formal education, non- formal education, informal education, incidental learning. Adult education and development- social, economic, cultural prior learning, its assessment , field outreach, community engagement.
II	<b>Non- Formal Approaches to Education:</b> The non-formal approach in education – Education for All School drop- outs and universalisation of primary education and its relationship with adult literacy; DPEP Teaching- learning materials for non- formal education- preparation according to the needs of various target groups. Sarva shiksha Abhiyan.
III	<b>Population Education:</b> Evolution of the concept of population education; parading shifts difference between population education and population studies. Population education as a part of the curriculum at different levels of education.
IV	<b>Basic components of population education:</b> Need and importance of Population education, Difference between Population and sex education, Life skill education/family life education.

### Practicum:

- Awareness Programme Adult education and Population Education.
- Prepare report on out programmes related to Adult Education.

### Suggested Readings:

1. Asha Bhende and Tara Kanitkar- Principles of Population Studies, Himalaya Publications.
2. Pathak, K.B. and F. Ram- Techniques of Demographic Analysis, 2nd Edition, Hiamalaya Publications
3. Asha Bhende and Tara Kanitkar- Principles of Population Studies,Himalaya Publications.
4. Pathak, K.B. and F. Ram- Techniques of Demographic Analysis, 2<sup>nd</sup> Edition, Hiamalaya Publications
5. Agarwal, S.N.- Age at Marriage in India, Kitab Mahal. Allahabad.

## Course Objectives:

The General Objective of the course is to introduce.

- The scope of peace.
- Know the different approaches to peace.
- State the present scenario of peace education.
- Know the role of different Institutions in peace.

## Learning Outcome:

Upon successful completion of this course, students will be able to:

- To understand the Concept and scope of peace.
- To understand the different approaches to peace.
- To understand the present scenario of peace education.
- To examine the role of peace in education.

## Course Contents :

Module	Course Topics
I	<b>Peace Education:</b> Meaning, definition, Scope , Aims and Objectives of Peace Education. Human miseries in the modern world and quest for peace. Gandhian concept of Peace
II	<b>Concept of world Peace in Indian Perspective:</b> Vasudhaiv Katubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace, Relevance of world peace in Global world : establishment of U.N.O.(10 Oct.1945), Some Important Organizations in the world for world peace: viz. UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for peace.
III	<b>Approaches of Peace:</b> Power Politics world order, conflict resolution, Non Violence, Transformation. Establishment of Peace education Institutions – 1). United Nations, peace corps, amnesty International, Nobel peace Prize , The lion and the lamb peace arts center, the carter centre, International Peace Bureau (IPB) , Pathways to peace (PTP).
IV	<b>Historical Development:</b> Creation of United Nations, Creation of UNESCO , UNICEF, UNO-UNDP , UNEP, UNHCR . Peace Education in India and its Development.

## Practicum:

- Prepare a brief report on peace education held various countries with reference in UNICEF & UNESCO

## Suggested Readings:

1. M.G. Chitakra: Education and Human Peace, A.P.H. Publishing, New Delhi, 2003
2. Chakravarthy, S.K. : Peace and ethics for Organizations: theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K. : Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991

4. Das, M.S. & Gupta, V.K. : Social Peace among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Peace and education, Sterling Publications, New Delhi, 1986
7. Kaul, G.N.: Peace and Education in Independent Indian,
8. Rrokeach, Milton. The Nature of Human Peace, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975
9. NCERT, Education in Peace, New Delhi, 1992.
10. Swami Budhananda (1983) How to Build Character A Prime : Ramakrishna Mission, New Delhi
11. A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only)