

DEPARTMENT OF EDUCATION

School of Educational Studies (SES)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



B.Ed. (2 Year Programme) Curriculum
for Affiliated Colleges

Under Choice Based Credit System (CBCS)

(Effective from the Session 2021-22 onwards)

Approved by Emergent Board of Studies (BoS) held
on 31 January, 2022

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THE BACHELOR OF EDUCATION (B. Ed.) CURRICULUM

1. Introduction

Bachelor of Education (B. Ed.) is an undergraduate Professional Degree which prepares students to work as a teacher in schools. The Department board has re-formulated the B. Ed. programme by diversifying the courses offered and strengthening the content and structure of the programme, in tune with the National Curriculum Framework for Teacher Education (NCFTE), 2014. The diversification is largely done in introducing the advanced courses in education and new specialization courses in emerging areas of the discipline. The structure of the programme is enriched by adding field experiences / specializations in all semesters.

2. Vision:

- To provide opportunities to young students to shape them as innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To impart value-based curriculum good academic environment for strengthening faith in humanistic, social and moral values as well as in Indian Cultural heritage and democracy.
- To create facilities for imparting quality education and grow into a center of excellence in the field of teacher education.
- To develop necessary competences in a teacher to have a desire for life-long learning and for reaching the unreached and explore the unexplored.

3. Programme Objective

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and rights of the child.
- To become competent and committed professionals willing to perform the identified tasks.
- To use competencies and skills needed for becoming an effective teacher.
- To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.

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- To inculcate rational thinking and scientific temper among the students.
- To develop critical awareness about the social realities among the students.
- To inculcate teaching, managerial, organizational and technical skill.

4. Course Structure & Evaluation Pattern

B. Ed. programme is a professional education programme. The programme has four semester and 80 credits. The programme comprised of the three broad inter-related curricular areas-

- Perspective Course
- Curriculum and Pedagogic Studies
- Engagement with the Field

Programme Structure and Evaluation Pattern of B.Ed. (02 Year Programme)

Semesters: Four

Total Credits: 80

	Course Code	Course Title		Int.	Ext.	Total	L	T	P	C	
SEMESTER I	BEDU-CC-111	Childhood & Growing Up	Th.	40	60	100	4	0	0	4	
	BEDU-CC-112	Basics in Education	Th.	40	60	100	4	0	0	4	
	BEDU-CC-113	Educational Technology	Th.	40	60	100	4	0	0	4	
	BEDU-CC-114	Curriculum Development	Th.	40	60	100	4	0	0	4	
	BEDU-CC-115	Understanding Discipline and Subjects	Th.	40	60	100	2	0	0	2	
	BEDU-CC-116	EPC-1 Reading and Reflecting on Text	Pr.	40	60	100	0	1	2	2	
SEMESTER TOATL			-	240	360	600	16	1	2	20	
SEMESTER II	BEDU-CC-211	Bases of Learning	Th.	40	60	100	4	0	0	4	
	BEDU-CC-212	Gender, School and Society	Th.	40	60	100	4	0	0	4	
	Student-teacher will select any one Pedagogical Course (EC) as per their Undergraduate Stream										
	BEDU-EC-211	Pedagogy of School Subject-I Hindi	Th.	40	60	100	4	0	0	4	
	BEDU-EC-212	Pedagogy of School Subject-I English	Th.	40	60	100	4	0	0	4	
	BEDU-EC-213	Pedagogy of School Subject-I Sanskrit	Th.	40	60	100	4	0	0	4	
	BEDU-EC-214	Pedagogy of School Subject-I General Science	Th.	40	60	100	4	0	0	4	
	Student-teacher will select any one Pedagogical Course (EC) as per their Undergraduate Stream										
	BEDU-EC-215	Pedagogy of School Subject-II Social Science	Th.	40	60	100	4	0	0	4	
	BEDU-EC-216	Pedagogy of School Subject-II Biological Sciences	Th.	40	60	100	4	0	0	4	
	BEDU-EC-216	Pedagogy of School Subject-II Mathematics	Th.	40	60	100	4	0	0	4	
	BEDU-CC-213	EPC-2 Art and Aesthetics	Pr.	40	60	100	0	1	2	2	
	BEDU-CC-214	EPC-3 Enriching Learning through Information and Communication Technology (ICT)	Pr.	40	60	100	0	1	2	2	
	SEMESTER TOTAL				240	360	600	16	2	4	20

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Course Code	Course Title		Int.	Ext.	Total	L	T	P	C		
			Th.	40	60	100	4	0	0	4	
BEDU-CC-311	Creating an Inclusive School		Th.	40	60	100	4	0	0	4	
SEMESTER III											
Student-teacher will select any one Internship Course (EC) as per their Pedagogical Choice											
BEDU-EC-311	School Internship Programme of Pedagogy Subject-I Hindi	Pr.	40	60	100	0	0	16	8		
BEDU-EC-312	School Internship Programme of Pedagogy Subject-I English	Pr.	40	60	100	0	0	16	8		
BEDU-EC-313	School Internship Programme of Pedagogy Subject-I Sanskrit	Pr.	40	60	100	0	0	16	8		
BEDU-EC-314	School Internship Programme of Pedagogy Subject-I General Sciences	Pr.	40	60	100	0	0	16	8		
Student-teacher will select any one Pedagogical Course (EC) as per their Pedagogical Choice											
BEDU-EC-315	School Internship Programme of Pedagogy Subject-II Social Sciences	Pr.	40	60	100	0	0	16	8		
BEDU-EC-316	School Internship Programme of Pedagogy Subject-II Biological Sciences	Pr.	40	60	100	0	0	16	8		
BEDU-EC-317	School Internship Programme of Pedagogy Subject-II Mathematics	Pr.	40	60	100	0	0	16	8		
SEMESTER TOTAL			-	120	180	300	4	0	32	20	
<i>Note: Micro-teaching Practice Session will be conducted in internship courses.</i>											
SEMESTER IV											
BEDU-CC-411	Assessment of Learning	Th.	40	60	100	4	0	0	4		
BEDU-CC-412	School Management and Administration	Th.	40	60	100	4	0	0	4		
BEDU-CC-413	Language Across the Curriculum	Th.	40	60	100	1	0	1	2		
BEDU-CC-414	EPC-4 Understanding the Self	Pr.	40	60	100	1	0	1	2		
BEDU-CC-415	Psychology Practical & Community Work	Pr.	40	60	100	1	0	1	2		
BEDU-EC-411	Elective Course (Any One) 1. Health and Physical Education 2. Environmental Education 3. Peace and Value Education	Th.	40	60	100	3	0	0	3		
BEDU-EC-412											
BEDU-EC-413											
BEDU-EC-414	Elective Course (Any one) 1. Guidance and Counselling in Education 2. Work Education 3. Yoga Education	Th.	40	60	100	3	0	0	3		
BEDU-EC-415											
BEDU-EC-416											
SEMESTER TOTAL					280	420	700	17	0	3	20
PROGRAMME TOTAL					880	1320	2200	53	3	41	80

5. Ordinance

- 5.1 The name of the programme will be B.Ed. (2 Year Programme).
- 5.2 Minimum duration of the programme will be of 2 Years (4 Semester). However, maximum duration will be 4 years. No extension shall be granted after 4 years in any circumstances.
- 5.3 A Candidates seeking admission to the B. Ed. Programme should have obtained at least 50% marks in Senior Secondary/+2 or Equivalent and Graduation in relevant subject.

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- 5.4 Reservation and relaxation for SC/ST/OBCs/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.
- 5.5 The B.Ed. (2 Year Programme) is professional programmes that prepares teachers for Primary (I-V)/Upper-primary/ middle level (classes VI-VIII) and secondary level (classes IX-XII) or as per NCTE norms.
- 5.6 No one who is in employment (Whole-time, part-time or Honorary Service) shall be allowed to join B. Ed. (2 Years Programme) without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his/her final examination.
- 5.7 There shall be at least two hundred working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be as per the NCTE norms.
- 5.8 The total enrolment in B. Ed. (2 Years Programme) shall not exceed in any circumstances 50 students (for a Unit) in an academic year. A Candidate admitted to the B. Ed. programme shall undergo a regular course of study as full-time student for two academic years i.e., four semesters.
- 5.9 Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to May.
- 5.10 There shall be internal as well as external evaluation in all type of courses (theory, practical, EPCs and internship). Total weightage of internal evaluation shall be 40 percent while for external it will be 60 percent. The scheme of examination shall be as:

- | | |
|------------------------------------|-------------|
| a) Mid semester examination | :20 Marks |
| b) Internal assessment+ Attendance | :15+5 Marks |
| c) End semester examination | :60 Marks |

The marks of attendance shall be awarded as per the Vishwavidyalaya ordinance.

- 5.11 **Pattern of Examination of Theory Courses:** The duration of external examination for all theory courses are 3 hours. It is advised that at least one question shall be set in each unit and the question paper should cover the entire syllabus. Each theory question paper carries 60 marks. The question paper contains three sections like as:

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Section-A will have 10 Multiple Choice Question (MCQ) of which the student-teacher has to answer all the 10 questions. Each question carries 1 mark.

Section-B contains 6 short answer questions. The student-teacher has to answer 4 questions out of six. Each question carries 5 marks.

Section-C contains long answer type questions. Only two questions with internal choice will be provided. Each question carries 15 marks.

S.N.	Type of Question	Length of Answer	No. of Questions to be attempted	Type of choice	Marks per question	Total
A	Multiple Choice	-	10	No Choice	1	10
B	Short Answer	Each in about 200 words	4	Out of 6	5	20
C	Long Answer	Each in about 500 words	2	Internal Choice	15	30
Total			16	-	-	60

5.12 Enhancing Professional Capacities (EPCs) courses have been designed to enhancing professional capacities of student-teachers. In each EPCs course the course-coordinator (s) must conduct Mid Semester Examination (Mid-I) strictly as per Vishwavidyalaya academic calendar. Further, it should be assessed both in written (10 Marks) and performance based (10 Marks) and the course coordinator (s) must have the student (s) records for future reference. The distribution of marks for internal assessment (Mid-II) shall be as follows:

- i) Evaluation of the assignments/presentation/activity : 15 Marks
- ii) Attendance : 05 Marks

The marks for attendance shall be awarded as per the Vishwavidyalaya ordinance.

The End Semester Examination for each EPCs course will be external and will be jointly conducted by course coordinator and external examiner. The external examiner must be appointed by the Controller of Examination (CoE) on the recommendation of Board of Studies (BoS). The evaluation of End Semester Examination based on the report (record related to activities performed/done during the whole semester) submitted by the students and power point presentation (Highlights of work done by the students in their whole semester) before the examiners.

5.13 The evaluation of Internship courses must have Mid Semester Examination, Internal Assessment and End Semester Examination which will be of 20, 20 and 60 marks respectively. The Mid Semester Examination conducted during the end of Micro-teaching

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Practice Session (at the time of Mid Semester Examination as per the Vishwavidyalaya Academic Calendar) and marks awarded on the basis of student-teacher's performance. The pupil-teachers will prepare on micro-lessons (on any skill) in each pedagogy and present it before the course coordinator (s). Each micro-lesson presentation has 10 marks. The internal assessment which will be of 15 marks conducted by the concerned coordinator (Micro-lesson Supervisors). The marks will award on the basis of performance of Integration lesson. The integration lesson prepared by pupil-teachers from any of pedagogy as per their choice and performed it before the simulated group and supervisor. Attendance has 05 marks and it will be awarded as per the ordinance of Vishwavidyalaya. The End Semester Examination for both the courses shall be external and will be jointly conducted by board of external examiners on the basis of planning, use of resources, preparation of teaching aids, etc. The list of external examiners for each pedagogy subject will prepare and approved by the Board of Studies (BoS). The board of external examiners will be appointed by the Controller of Examination (CoE). The university will pay remuneration, traveling and other allowances. The End semester Examination as follows:

i) Submission of Micro-lesson Note-books	:	05 Marks
ii) Submission of School Activity Reports	:	05 Marks
iii) Submission of Lesson-planning and critique note books	:	10 Marks
iv) Demonstration of Lesson of Pedagogy-I at School Practice:		20 Marks
v) Demonstration of Lesson Pedagogy-II at School Practice :		20 Marks
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Total		60 Marks

5.14 Course Psychology Practical & Community Work, the Mid Semester Examination (Mid-I) which will be of 20 Marks based on the psycho-educational community survey. The pupil-teachers will prepare a survey format and administered it in community and prepare a brief report. The internal assessment which will be of 20 (15+5) marks based on the assignment (07 marks) and paper-pencil test/performance test (08 marks). The marks of attendance (05) will be awarded as per Vishwavidyalaya ordinance. The marks of End Semester Examination will be awarded on the basis of the following:

a) 1-week Community Work report and Scouting & Guiding Activity:		10 Marks
b) Submission of Psychology Practical Note-book	:	10 Marks
c) Preparing a report of administered paper pencil/performance test	:	20 Marks
d) Viva-voce	:	20 Marks
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Total	:	60 Marks

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5.15 Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.

5.16 Students who have failed semester end exam may reappear for the semester-end examination. If she/he does not pass in all credits within a total period of four years, after that such students will have to seek fresh admission as per the admission rules prevailing at that time.

5.17 A student cannot register for third semester, if he/she fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.

5.18 School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B. Ed. provides for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 16 weeks in the third semester of the programme. In the fourth semester of the programme students are to be actively engaged in teaching related activities and community work for 4 weeks along with Scout and Guide Training. The internship shall be organized in both Government and Non-Government Schools located in urban and rural areas. Thus, internships in schools will be for a minimum duration of 20 weeks.

5.19 The pupil-teacher will be taught minimum 20-20 lessons in each pedagogy subject with lesson plan, teaching aid and critic diary.

5.20 Formal Dress Code shall be applicable during the internship and in departmental activities as follows:

- For Boys: Formal shirt, trouser and shoes
- For Girl students: Saree

5.21 The medium of instruction will be English and Hindi.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-I
[BEDU-CC-111] CHILDHOOD & GROWING UP

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Course objectives:

- Understanding the nature of Human development during infancy, childhood and Adolescence stages.
- Understand the learner in terms of various characteristics.
- Critically analyse the factors affecting adolescence.
- Understanding Educational significance of Growth and development.
- Examine critically Physical mental, Emotional and social development during Adolescence.

Course Contents:

Unit I *Growth & Developmental Pattern of Learner*

(12 Lectures)

- Concept of Growth & Development
- Principles & Stages of Development
- General Aspects of development – Physical, Cognitive, Social, Emotional & Moral
- Some Theories of development: Freud, Piaget, Ericson, Chomsky, Kohlberg

Unit II *Childhood*

(12 Lectures)

- Childhood: Meaning and Characteristics
- Physical, Mental, Social, Emotional, Moral development in Childhood.
- Factors influencing the various aspect of development in Childhood.
- Contribution of Family, School and Society in the Child development.
- Nature of Education in Childhood.
- Dealing with Children: Separation from Parents, Children in crèches, Children in Orphanages, Children in Slums

Unit III *Adolescence*

(12 Lectures)

- Meaning, Characteristics & Problems of Adolescence.
- Physical, Mental, Social, Emotional & Moral development in Adolescence.
- Role of Family, School & Society in the development of Adolescence.
- Form of Education in Adolescence.

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- Recent issues related to Adolescence development: Changing family structure/Information load, Sexual abuse/Impact of Media, Internet / Mobile, Depression & society/ Juvenile delinquency/Loneliness & peer Pressure.

Unit IV Guidance & Counselling for Adolescence (12 Lectures)

- Concept & Aims of Guidance & Counselling for Adolescence.
- Need of Guidance & Counselling for Adolescence in India.
- Role of teacher in guidance and counselling

Unit V Heredity & Environment (12 Lectures)

- Concept of heredity & environment
- Influence of heredity & environment on child
- Relative importance of heredity & environment
- Educational implications

Selected Readings:

- Ambron, S.R. (1981). Child Development, New York: Holt Rinehart and Winston.
- Bhatnagar, Suresh (1988). Advance Education Psychology. Meerut: R.L. Book Depot
- Bourne, L.E. (1985): Psychology: Its Principles and Meaning. New York: Holi, Rinehart and Winston
- Chouhan, S.S. (2010). Advance Educational Psychology. New Delhi: Vikas Publishing House.
- Dandapani, S. (2001): Advanced Educational Psychology (2nd Edition). New Delhi: Anmol Publications Pvt. Ltd.
- Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
- Kakkar, S. (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi
- Mangal, S.K. (2010). *Shiksha Manovigyan*. New Delhi: PHI Learning Private Limited
- Singh, A. (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi
- Singh, A. K. (2010). *Shiksha Manovigyan*. New Delhi: Bharti Bhawan Publication

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-II
[BEDU-CC-112] BASICS IN EDUCATION

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Course Objectives:

- To enable student-teachers to engage with studies on general introduction to education.
- To enable student-teachers to engage with studies on Indian and western thinkers, philosophy and education.
- To enable student-teachers to engage with studies on Indian society and education.
- To include selections from theoretical readings, personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- To enable student-teachers to engage with studies on Indian knowledge system and functioning of different constitutional bodies.

Course Content:

Unit I Education: An Introduction

(12 Lectures)

- Meaning, definitions, nature and importance of Education.
- Agencies of Education (formal, informal and non-formal) and forms of education (Individual vs Collective, Direct vs Indirect, General vs Specific and Special and Negative vs Positive Education).
- Education as a process, Education and information, teaching, training, instruction, literacy and Education as science and art.
- Aims and objectives of Education, Classification of Educational Objectives, Social and individual objectives of Education and their coordination, Individual, Society & Education.

Unit II History of Indian Education

(12 Lectures)

- Indian Education System; Ancient, Medieval and Modern age
- Macaulay's Minutes and Wood Dispatch, Wardha Scheme
- Secondary Education Commission (1952-53)
- Education Commission (1964-66)
- National Policies on Education: 1968, 1986 and 2020

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(12 Lectures)

Unit III Education and Philosophy

- Foundations of Education: Philosophical, Sociological and Psychological
- Philosophy and *Darshana*
- Relationship between Philosophy and Education.
- Educational thought of; Mahatma Gandhi, Giju Bhai Badheka, Froebel and Rousseau

(12 Lectures)

Unit IV Indian constitution and Education

- Preamble of Indian Constitution
- Democratic Values enshrined in Indian Constitution
- Educational provisions enshrined in Indian constitution
- A brief Introduction about Right to Education Act-2009

(12 Lectures)

Unit V Structure of Education System

- Concept and aims of Indian Knowledge System: Elementary, Secondary and Higher education.
- Different schemes introduced by Govt. of India (Brief)- SSA, RMSA and Mid-day Meal
- Role and functions different agencies of education like UGC, NCERT and NCTE.

Selected Readings:

- Agrawal, J.C. (2004). Theory and Principles of Education. Vikas Publishing House, New Delhi
- Anand, C.L. et.al (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Bais, H. S. (1991). *Shiksha Kee Rooprekha* (Outlines of Education). New Delhi: Ashish Publishing House, Punjabi Baug
- Chauhan C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi
- Gupt, B. R. (1963). *Bhartiya Shiksha Ka Itihaas*. Meerut: Rastogi and Company
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Johari, B. P. and P.D. Pathak (1991). *Bhartiya Shiksha Ka Itihaas*. Agra: Vinod Pustak Mandir
- M. H. R. D. (1990). Towards an Enlightened and Human Society, New Delhi: Department of Education
- Mohanti, J., (1986). School Education in Emerging Society, Sterling Publishers.

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- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- NCERT (2005). National Curriculum framework, NCERT, New Delhi
- Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
- Pandey, R. S. (1982). An Introduction to Major Philosophies of Education, Agra: Agrawal Publication
- Pandey, Ramshakal (2014). *Udecyaman Bhartiya Samaj Mein Shikshak*. Agra: Vinod Pustak Mandir
- Peters, R.S. (1967). The Concept of education, Routledge, United Kingdom.
- Swaroop Saxem N.R (2007). Philosophical and Sociological Foundation of Education. Lall Book Depot, Meerut
- Thakur, A. S. & Berwal, S. (2007). Education in Emerging Indian Society, New Delhi: Mayur Paperbacks: National Publishing House.
- Walia, J. S. (2014). Philosophical, Sociological and Economical Bases of Education. Jalandhar: Paul Publisher

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-III
[BEDU-CC-113] EDUCATIONAL TECHNOLOGY

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Course Objectives:

- Gain Insight and reflect on the Concept of Teaching and Status of Teaching as a Profession.
- Understand the roles and responsibilities of teachers.
- Understand the different aspects of teaching.
- Comprehend the aspects of teaching.
- Enlist the Parameter of effective teaching.

Course Content:

- Unit I Educational Technology (12 Lectures)**
- Concept of Educational Technology: Types of Educational Technology, difference between hardware & software technology, their role in modern educational practice.
 - Educational Technology: Nature and assumptions, factors influencing the application of Educational Technology, development of Educational Technology
- Unit II Concept of Teaching (12 Lectures)**
- Concept of Teaching and Instruction, Relationship between teaching & learning.
 - Difference between learning, training & instruction.
 - Meaning, Assumption, Types & Definition of Educational Technology and Open Educational Resources (OER).
 - Variables and phases of Teaching, Principles and Maxims of Teaching.
- Unit III Model of Teaching (12 Lectures)**
- Concept of Teaching Model
 - Assumptions & Fundamental Elements of Teaching Models.
 - Characteristics of models of teaching
 - Types of Teaching Models; Basic teaching Model, Inquiry Training Model, Jurispedential Model and Concept Attainment Model.
 - Edgar Dale's cone of Experience.
- Unit IV Theories of Teaching (12 Lectures)**
- Definition, Need, Basis and Scope of Teaching Theories.

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- New methods of Teaching; Problem Solving, Discovery Approach, Panel discussion, conference, Workshop, Seminar, symposium and Online teaching and evaluation.
- Micro Teaching, Team teaching, Diagnostic & Remedial Teaching.

Unit V *Innovations in Educational Technology*

(12 Lectures)

- Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.
- Recent trends in Educational Technology
- Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology

Selected Readings:

- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook I, The Cognitive Domain.
- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook II, The Affective Domain.
- Joyce, Bruce and Weil, Marshal (2003): Models of Teaching, Prentice Hall of India Pvt. Ltd., New Delhi.
- Green Thomas, F. (1998): The Activities of Teaching, McGraw Hill Company, London,
- Gronlund, Norman E. (1976): Measurement and Evaluation in Teaching, Mac Millan Publishing Co. Inc, London
- Gronlund, Norman E. (1976): Stating Behavioural Objectives for Class-room Instruction, Mac Millan Publishing Company, London
- Peter, Laurence J.: 'Perspective Teaching', MacMillan Publishing Co. Inc, London
- Sharma, R. A.: Shikshan Takaniki; Modern Publisher, Meerut.
- S. P. Kuklshresth: Shaikshik Takniki ke Mul Adhar, Vinod Pustak Mandir, Agra
- Weil, M & Joyce, B. (1979): Information Processing Models of Teaching. Prentice Hall Inc., New Jersey.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-IV
[BEDU-CC-114] CURRICULUM DEVELOPMENT

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Course Objectives:

- To enable the student's teachers to development an understanding about important Principles of Curriculum Construction.
- To help student teachers understand the bases and determinants of curriculum.
- To orient the Student Teachers With curriculum design, Process and construction of curriculum development.
- To acquaint Student teacher with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teacher understand issues, trends and researcher in the area of curriculum in India.

Course Content:

Unit I Concept of Curriculum

(12 Lectures)

- Meaning, definition & scope of curriculum.
- Curriculum, syllabus & course of study
- Indian school's curriculum at Primary, Secondary & Higher Secondary stages.
(National curriculum)
- Types of Curricula.

Unit II Foundations of curriculum development:

(12 Lectures)

- Philosophical, Sociological, Psychological, Historical & Cultural foundation of Curriculum development.
- Place of values, ideals, believes & traditions in Curriculum.
- Social, Cultural Heritage & Curriculum.
- Characteristics of Curriculum in a Democratic Society.
- Development of Patriotism & National Consciousness & Curriculum.
- Development of world outlook & Curriculum.

Unit III Organization of Curriculum:

(12 Lectures)

- Pattern or design of Curriculum Organization.
- Principles of curriculum construction.

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- Main steps of curriculum development (process).
- Phases of Curriculum Development.
- Participants & agencies for curriculum development.
- New Trends in Curriculum.
- Some notable Indian Experiments regarding Curriculum organization: Shanti Niketan, Gurukul Education System & Basic Education.

Unit IV Models of Curriculum Development

(12 Lectures)

- Meaning, definition & types of Curriculum Development Model.
- Objectives Model, Process Model.
- Situational Model, General Model.
- Organizational Model (M.S. Huck)
- Functional Model (J.F. Kerr).
- Hilda- Taba's (Comprehensive Evaluation Curriculum Model) and Saran's Model.
- Implication of recommendations of Kothari commission & New National Education Policy 1986 or curriculum development & change at different stage of Education.

Unit V Curriculum Evaluation

(12 Lectures)

- Evaluation process of Curriculum.
- Meaning & definition of Curriculum change.
- Current forces affecting Curriculum change.
- Main obstacles in curriculum change.

Selected Readings:

- Bloom, B.S. et. al (Eds.) Taxonomy of Education Objectives: Handbook I, the Cognitive Domain.
- Bloom, B.S. et. al (Eds.). Taxonomy of Education Objectives: Handbook II, The Affective Domain.
- Govt. of India Ministry of Education, the Improvement of Curriculum in India School, NCERT, New Delhi
- Sharma, R.A. Curriculum Development. Meerut: Lall Book Depott. Meerut.
- Bhalla, Navneet (2007). Curriculum Development. Authorspress
- Yadav, Siyaram (2014). *Pathyakram Vikas*. Agra: Vinod Pustak Mandir
- Wiles, Jon W. & Joseph C. Bondi (2009). Curriculum Development: A Guide to Practice (8th Edition). London: Crowin Press
- Wiles, Jon W (2009). Leading Curriculum Development. London: Crowin Press.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-V
[BEDU-CC-115] UNDERSTANDING DISCIPLINE AND SUBJECTS

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Objectives of the Course:

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

Course Content:

Unit I: Knowledge and Methods of Enquiry (10 Lectures)

- Disciplinary Knowledge: Nature and Scope
- Interdisciplinary Knowledge: Nature, Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information; Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking, Critical Thinking
- Language, Social Relations, Power, Identity and Thinking (Relationship and Interface with Knowledge)

Unit II: Learner and their Contexts (10 Lectures)

- Interface between Knowledge, Subjects, Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children's Thinking
- Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition.
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

Unit III Pedagogic Practice and the Process of Learning

- Critical Examination of Terminology and Notions associated with Child-centred Education
- Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc

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- Interrogating disciplinary practices and creating non-threatening learning environments:
Relevance, Scope and Process

Selected Readings

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

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B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-VI
[BEDU-CC-116] EPC-1 READING AND REFLECTING ON TEXT

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Course Objectives:

- An understanding of the needs and importance of reading and writing.
- To enhance the professional capacities of a student teacher.
- To develop competencies of Reading skills.
- To develop competencies of writing skills.
- To enable student-teachers to become more conscious of their responses to experiences,
- Observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

Course Content:

Unit I Engaging with Narrative and Descriptive Accounts (10 Lectures)

- The selected texts could include stories or chapters form fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories
- Process of reading, skimming and Scanning, Narrative text, Expository text, reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.
- Reading a text, Enhance capacities as readers, newspapers, magazines, journals and computer. Framing questions to think about.
- Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II Mechanics of Writing and Elements of Good Writing (10 Lectures)

- Mechanics of Writing and Elements of Good Writing (e.g. Coherency and cohesion).
- Nature and Style of Writing Combining reading and Writing for the Development of Critical Skills.
- Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across other Subjects.
- Writing messages: writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.









- Writing Composition: –Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, writing within the context of other ideas.

(20 Practical)

Practical/Assignments (Any two)

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of Hindi and English newspapers articles on school education.
- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.
- Writing reflecting statements of aspirations and expectations based on one's learning so far in the course.
- Writing an Educational Autobiography.

Selected Readings:

- Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory. In R.C. Anderson, J Osborn & R.J. Tierney (Eds.), learning to read in American Schools: Basal Readers and content texts, Psychology Press.
- Bhatt, H (n.d). The diary of a school teacher. An Azim Premji University Publication. Retrived from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.
- Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.
- Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore. National Book Trust.
- Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co. 38
- Vygotsky, L. (1997) Interaction between Learning and Development. In M. Gauvain & M. Cole (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.











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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
CORE COURSE-I
[BEDU-CC-211] BASES OF LEARNING

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Course Objectives:

- Identify the variables involved in teaching learning process so as to infer their role in making instruction effective.
- Understand various aspect of development during adolescent years so as to be able to solve the problems of adjustment of their pupils.
- Identify major approaches to learning and interpret them instructional/applications, so as to be able to facilities the learning of their pupils.
- Understand the needs of learner as individual and as member of Class room group so as to be able to facilitate personal and social development of their pupils.
- Appreciate the need and significance of guidance and counseling and to create and awareness of the approaches and strategies concerned.

Course Content:

(12 Lectures)

Unit I Learning- I

- Educational Psychology: Concept & Scope.
- Teacher and Educational Psychology
- Learning: Concept, Nature & Types
- Factors affecting learning
- Theories of Learning- Thorndike, Pavlov, Skinner and Gestalt theory.

(12 Lectures)

Unit II Learning-II

- Learning Curves & plateaus.
- Transfer of learning & Training.
- Role of Teacher in learning process.
- Attention & Motivation: Concepts & Educational implication.

(12 Lectures)

Unit III Mental Process of learning

- Thinking Process: Concept, types and educational implication
- Memory: Meaning and types; Strategies to develop Memory
- Imagination – Meaning, type & its educational implications.
- Mental Health & Hygiene - meaning, definition, and characteristics of good mental health personality.

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(12 Lectures)

Unit IV *Intelligence and Creativity*

- Intelligence: Meaning, nature and theories of Intelligence, Measurement of intelligence.
- Creativity: Concepts, relationship with intelligence, Techniques for fostering creativity
- Personality: meaning, definitions & theories (Type and Traits), Assessment of personality

(12 Lectures)

Unit V *Children with Special Needs*

- Children with Special Needs: Concept & Classification.
- Gifted Children: Meaning, characteristics & education of gifted children.
- Backward child: Meaning, characteristics & education of backward child.
- Problematic children: Meaning, characteristics & education of problematic children.
- Drug Addicted children.

Selected Readings:

- Allen, B. P. (2000). *Personality Theories*. Boston: Allyn and Bacon
- Bhatnagar, S. (1980). *Psychological Foundations of Teaching Learning and Development*. Meerut: Loyal Book Depot
- Blair, G. M., Jones, R. S. & Simpson, R. H. (1975): *Educational Psychology*. New York: Macmillan.
- De, Ceco & Crawford, L. (1988): *The Psychology of Learning and Instruction*. New Delhi: PHI Learning Private Limited.
- Gupta, S.P. (2016). *Ucchatar Shiksha Manovigyan: Siddhant evam Vyavhaar*. Allahabad: Sharda Pustak Sadan
- Singh, Arun Kumar (2014). *Shiksha Manovigyan*. New Delhi: Bharti Bhawan Publication
- Sprinthal, R. C. & Sprienthal, N. A. (1977): *A Developmental Approach*. New York: Addison Wesley.
- Walia, J. S. (2001) *Foundations of Educational Psychology*. Jalandhar: Paul Publishers

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
CORE COURSE-II
[BEDU-CC-212] GENDER SCHOOL AND SOCIETY

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Course Objectives:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course Content:

(12 Lectures)

Unit I *Sex and Gender*

- Concept of sex and gender
- Different terminology related to sex and gender.
- A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist, Historical Background of Indian feminism and Western feminism
- Assisted Reproductive Technology (ART) in human and mother hood.
- Patriarchy: concept and present scenario in Indian society.

(12 Lectures)

Unit II *Gender Inequalities in Schooling*

- Concept of gender inequality.
- Representation of gender roles in school textbooks and curricula.
- Gender inequality in Indian education system; causes and remedies of inequality.
- The introduction to third gender, Discourse of LGBT
- Issues and Concerns of Transgender.
- Method for promotion of Sex education in school

(12 Lectures)

Unit III *Social Construction of Gender*

- Gender identity verses sexual orientation and role of teacher.
- Theories of socialization: Freud, Cooley and Mead.

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- Gender disparity and Curriculum; role of Co-Education in eliminating gender disparity.
- Role of mass media and cinema on gender construction.
- Life Skills Education and Sexuality.

Unit IV Women Education and Law

(12 Lectures)

- Constitutional provisions in Indian constitution for women education.
- Preventive Measure on Addressing Sexual Harassment and Abuse in school.
- Laws and Recent Initiatives of Government of India: Hindu succession Act 1956, Suppression of Immoral Traffic of woman and girls Act 1956, Dowry prohibition Act 1961, Medical termination of pregnancy Act 1971, Muslim women's protection of right on Divorce Act 1976, Sati prohibition Act 1987, Protection of women from domestic violence Act 2005 etc.

Unit V Education and Empowerment of Women

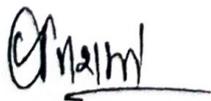
(12 Lectures)

- Women Empowerment: Meaning and importance
- Women Empowerment through Education
- Durgabhai Deshmukh committee
- Different schemes initiated by central government for empowerment of women.

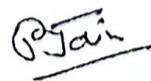
Selected Readings:

- Arya, Sadhana, Nivedita Menon and Jini Lokneeta (2001). *Naareewadi Rajniti: Sangharsh evam Mudde*. Delhi Vishwavidyalaya: Hindi Madhyam Krayanvayan Nideshalaya
- Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*
- Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing
- Dalvinder Kumar and Alka Rani (2016) *Gender, School and Society*, Kolkata, Nirnal Publishing
- Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications
- Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi
- Nath, Pramanik Rathindra, (2006): *Gender inequality and women's empowerment*, Abhijeet Publication, Delhi.
- Oakley, Ann (2015) *Sex, Gender and Society*, Ashgate publishing limited, England. wey court east.

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- Rubela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors
- Sharma, K.K. and Punam Miglani (2016), Gender School and Society, Twenty First Century Publication.
- Singh, Amita (2015). *Ling evam Samaj*. Delhi: Vivek Prakashan
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhata Block), New Delhi: Vikas Publishing House.
- Yadav, Rajendra, Prabha Khetan and Abhay Kumar Dubey (2010). *Pitrisatta Ke Naye Roop*. New Delhi: Rajkamal Prakashan



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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-I
[BEDU-EC-211] PEDAGOGY OF SCHOOL SUBJECT-I HINDI

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Course Objectives:

- To attain efficiency and effectiveness in teaching and learning of Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual Indian society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Madhya Pradesh so as to improve Hindi Language attainment and cognitive skills.
- To make pupil teacher committed, inspired and interested in teaching Hindi.
- To teach with skill using interaction mode.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the *Devanagri Script* and correct pronunciation.
- To develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

Course Content:

Unit I General Introduction to Teaching Hindi

(12 Lectures)

- Objectives of Teaching Hindi at Secondary Level Evolution
- Development of Hindi; Dialects of Hindi and Standard Hindi;
- Role of Hindi in India as Mother Tongue,
- National Language and Contact Language;
- Objectives of teaching Hindi as First Language and Second Language at the Secondary Level.

Unit II Methods and Models of Teaching Hindi

(12 Lectures)

- Methods and Approaches Natural and Spiritual Powers in Learning a Language
- Importance of Exercise and Drills
- Qualities and Role of the Hindi Teacher
- Relative Co-ordination among various Components of Language
- Use of Various Teaching Maxims

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- Concept Attainment Model Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing

(12 Lectures)

Unit III Skills of Teaching and Learning in Hindi

- Bloom's taxonomy of educational objectives.
- Writing Instructional objectives in behavioral terms
- Development of Skills Listening Comprehension
- Type and Modes of Spoken Hindi
- Implications of Stress and Intonation
- Making Notes While Listening
- Reading Comprehension Communication: Use of Spoken form in dialogue Stories, reading aloud, Dramatization and Poetry reading
- Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.;
- Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning,
- Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation,
- Use of parentheses and abbreviation
- Capital Letters and Correct Forms of Address in Letters, Applications etc.;
- Organisation of Subject Matter and Paragraph in an Essay or any writing.

(12 Lectures)

Unit IV Lesson Planning in Teaching Hindi

- Lesson Planning Format of Lesson Planning for Prose, Poetry, Grammar, and Composition
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Hindi.

(12 Lectures)

Unit V Evaluation in Teaching Hindi

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing,
- Different types of items, Multiple Discriminant Type Item, Standardizing an Achievement Test, Developing different types of questions in Hindi.

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Assignments: (Any two of the following)

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic.

Selected Readings:

- Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kshatriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Lal, Raman Bihari: Hindi Shikshan, Rastogi Publications, Meerut.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Pal, H.R.: Speech Communication – Hindi. Bhopal: M.P.Granth Academy, 2003.
- Satya, Raghunath: Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.
- Sharma, Dr. Laxminarayan: Bhasha 1, 2 Ki Shikshan-Vidhiyan Aur Paath-Niyojan Vinod Pustak Mandir, Agra.
- Singh, Savitri: Hindi Shikshan, Lyall Book Depot, Meerut.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-II
[BEDU-EC-212] PEDAGOGY OF SCHOOL SUBJECT-I ENGLISH

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Course Objectives:

- To develop English Language teaching competency.
- To have a critical study of learning English as a second language in the multilingual Indian Society.
- To understand the role of English in India and decide its place in the school Syllabus of Madhya Pradesh and to improve English Language attainment and cognitive skills.
- To be committed, inspired and interested in teaching English.
- To train in using interaction mode to evaluate himself and pupils and inculcate right language habits, and
- To train in developing materials for teaching English as Second Language and remedy the errors that the pupils make.

Course Content

Unit I General Introduction to Teaching English

(12 Lectures)

- Objectives of Teaching and Learning English at Secondary Level
- Second Language Learning and Mother Tongue Learning
- The Function of a Second Language in Multilingual Society
- Role of English in India and its Place in the School Curriculum
- The Curriculum of English in the Secondary School; Qualities and Role of the English Teacher.

Unit II Methods and Models of Teaching English

(12 Lectures)

- Bloom's taxonomy of educational objectives.
- Writing Instructional objectives in behavioral terms
- Methods, Approaches & Models of Teaching Grammar Cum Translation Method; Direct Method; Structural Approach; Communicative Approach; Methods of Teaching Alphabets, Spelling, Prose, Poetry, Grammar, Composition.

Unit III Skills of Teaching and Learning English

(12 Lectures)

- Language Skills Listening Comprehension

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- Type of Modes of Spoken English; Making Notes While Listening; Communication Habits; Correct Use of Stress and Development of four basic skills, namely, listening, speaking, reading and writing Good Reading Habits: Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.; Reading for overall comprehension, practice of analysing a text for organization; Reading for evaluation and reading for appreciation; Reading for facts, reasoning, logical relationship, definition, generalizations, understanding diagrams, reading manuals, charts, schedules and rule books Good Writing Habits: Advanced mechanics of writing i.e. spelling, punctuation, indenting title and subtitle of section. Underlining, quotations, use of parentheses, use of abbreviations, capital letters and correct forms of address in letter, applications, etc.; Organization of Paragraph, an Essay or a paper i.e. organization of Letter, Language Games

Unit IV Lesson Planning in Teaching English (12 Lectures)

- Lesson Planning; Lesson Planning format of Prose, Poetry, Grammar and Composition.
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching English.

Unit V Evaluation in Teaching English (12 Lectures)

- Evaluation in English
- Difference between Measurement, Assessment and Evaluation
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching
- Criterion Referenced Testing and Norm Referenced Testing
- Different types of items, Multiple Discriminant Type Item,
- Development and Standardization of Achievement Test in English.

Assignment: (Any two of the following)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one English textbook prescribed for classes IX, X, XI or XII.
3. Preparation of Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of an Achievement Test in English.

Selected Readings:

- Allen & Campbell: Teaching English as a second language, TMH Edition. New Delhi: Tata McGraw Hill Publishing Company, 1972.
- Baruah, T.C.: The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd., 1984.

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- Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.
- Billows, F. L.: *The Techniques of Language Teaching*, London Longman, 1975.
- Bista, A.R.: *Teaching of English*. Sixth Edition. Agra: Vinod Pustak Mandir, 1965.
- Bright, J.A.: *Teaching English as Second Language*. London: Long Man Group, 1976.
- Chaudhary, N.R.: *Teaching English in Indian Schools*. New Delhi: H. Publishing Corporation, 1998.
- Catarby, E. V.: *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT, 1986.
- Doughty, Peter: *Language "English" and the Curriculum*. Schools Counselling Programme in Linguistic and English Teaching, 1994.
- Jain, R.K.: *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra, 1994.
- Joyce, B. & Weil, M.: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
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- Kohli, A.L.: *Teaching English*. New Delhi: Dhanpat Rai and Sons, 1973.
- Morris, I.: *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd., 1965.
- Munby, John: *Read and Think*. London: Long Man Group Ltd., 1978.
- Newton and Handley: *A Guide to Teaching Poetry*. London: University of London Press, 1971.
- NCERT: *Reading in Language and Language Teaching Book I*, Publication div. NCERT, New Delhi.
- Ryburn, W.M.: *The Teaching of the Mother Tongue*. Bombay: Oxford University Press, 1963.
- Sachdev, M.S.: *Teaching of English in India*. Ludhiana: Prakash Brothers Educational Publishers, 1983.
- Sharma, K.L.: *Methods of Teaching English in India*. Agra: Laxmi Narayan Agrawal, 1970.
- Sharma, Kusum: *A Handbook of English teaching*, Radha Prakashan Mandir, Agra.
- Shrivastava, B.D.: *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons, 1968.
- Trivedi, R. S.: *Techniques of Teaching English*, Balgovind Prakashan.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-III
[BEDU-EC-213] PEDAGOGY OF SCHOOL SUBJECT-I SANSKRIT

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अधिगम उद्देश्य

- वृहत्तर शिक्षणशास्त्रीय विमर्श के मध्य संस्कृत शिक्षण के उद्देश्य एवं संस्कृत अध्यापन की समझ विकसित करने में सहयोगी होना।
- बहु-भाषिकता एवं लोकतांत्रिक मूल्य से संस्कृत अध्ययन-अध्यापन के संबंध की समझ बनाने में मददगार होना।
- प्रतिबिम्बात्मक, सर्जनात्मक, आलोचनात्मक एवं शोधार्थी, शिक्षक-प्रशिक्षक बनने में सहयोग देना।

(16 व्याख्यान)

ईकाई-1 संस्कृत-शिक्षण की अवस्थिति और उद्देश्य

- भारतीय विद्यालयों में संस्कृत अध्ययन-अध्यापन की अवस्थिति एवं संभावना
- ✓ राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005, 2000, 1988; राष्ट्रीय शिक्षा नीति - 1992, 1986, 1968
- ✓ भारतीय संविधान एवं त्रि-भाषा सूत्र का विमर्श - कमेटी एवं कमीशन के प्रतिवेदन - भारतीय संविधान अपेक्षाएँ, विश्वविद्यालय आयोग: 1948, माध्यमिक शिक्षा आयोग: 1952-53, राष्ट्रीय शिक्षा आयोग (1964-66), प्रबुद्ध एवं मानवीय समाज की ओर (1990), संस्कृत आयोग का प्रतिवेदन (1956-57)
- ✓ संस्कृत अध्ययन-अध्यापन के उद्देश्य; संस्कृत-शिक्षणशास्त्र के उद्देश्यों की विविधता एवं उनका समाजिक - दार्शनिक और शिक्षणशास्त्रीय आधार
- ✓ अनुदेशनात्मक उद्देश्यों का लेखन, पाठ्यचर्या के शिक्षणशास्त्रीय उद्देश्य
- ✓ संस्कृत-शिक्षण के उद्देश्य एवं पाठ्यपुस्तक निर्माण की चुनौतियाँ

ईकाई-2: संस्कृत-शिक्षणशास्त्र का विमर्श

(12 व्याख्यान)

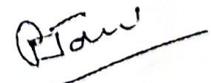
- बहुभाषिकता एवं संस्कृत-शिक्षण-भारत की भाषाओं के साथ संस्कृत का और संस्कृत के साथ भारत की भाषाओं के का सम्पर्क-संवाद
- संस्कृत भाषा का वैशिष्ट्य - संस्कृत बतौर श्रेण्य भाषा एवं संस्कृत बतौर आधुनिक भाषा
- अनुदेशनात्मक उद्देश्यों का लेखन
- संस्कृत अध्ययन-अध्यापन की विधियाँ एवं शिक्षणशास्त्रीय विमर्श
क. बालकेन्द्रित उपागम
ख. निर्मितवादी उपागम
ग. संस्कृत-शिक्षण की विधियाँ - पाठशाला विधि, भण्डारकर विधि, पाठ्यपुस्तक विधि, संप्रेषणात्मक विधि, प्रत्यक्ष विधि, विक्षेपणात्मक विधि, व्याख्या विधि, व्याकरण विधि, मूल्यांकन विधि, सूक्ष्म-शिक्षण उपागम, परियोजना कार्य, अभिक्रमिit अनुदेशन, निदानात्मक एवं











उपाचारात्मक, आगमन एवं निगमन, समस्या-समाधान, पर्यवेक्षण, दल-शिक्षण, कम्प्यूटर आधारित शिक्षण

घ. संस्कृत साहित्य की विभिन्न-विधाओं का शिक्षण - गद्य, पद्य, नाटक, पत्र

ङ. आलोचनात्मक शिक्षणशास्त्र

ईकाई-3: संस्कृत अध्ययन-अध्यापन की कठिनाईयाँ एवं नवाचार

(10 व्याख्यान)

- विद्यार्थी उन्मुखीकरण, उत्प्रेरण एवं रसास्वादन के मार्ग में आने वाली कठिनाईयाँ एवं उनका संबोधन, संस्कृत अध्ययन-अध्यापन में निहित संभावनाएँ
- संस्कृत अध्ययन-अध्यापन में नवाचार - राष्ट्रीय संस्कृत संस्थान के प्रयास, श्री अरविन्द आश्रम के प्रयास,
- संस्कृत अध्ययन-अध्यापन का सूचना संसार माध्यम एवं तकनीकों में आ रहे बदलाव के साथ समायोजन

ईकाई-4: संस्कृत अध्ययन-अध्यापन में मूल्यांकन की विधियाँ और मूल्यांकन का नव-विमर्श (12 व्याख्यान)

- वर्षान्त परीक्षा एवं उसकी समीक्षा
- सत्रान्त परीक्षा एवं उसकी समीक्षा
- सतत, व्यापक एवं संचयी मूल्यांकन का विमर्श एवं उसकी समीक्षा

(10 व्याख्यान)

ईकाई- 5 पाठ योजना के विभिन्न उपागम

- व्यवहारवादी उपागम
- निर्मितवादी उपागम
- आलोचनात्मक शिक्षणशास्त्र का उपागम

संदर्भ ग्रन्थ

- आष्टे डी.जी (1960) टीचिंग आफ संस्कृत इन सेकेण्ड्री स्कूल्स, आचार्य बुक डिपो, बडौदा
- चतुर्वेदी, आर.एस., संस्कृत शिक्षण पद्धति
- पाण्डेय, रामशकल (2000), संस्कृत-शिक्षण, मेरठ, विनोद पुस्तक भंडार, आगरा
- बोकील, वी.पी. (1956). ए न्यू एप्रोच टू संस्कृत, चित्रशाला प्रकाशन, पूना
- भारत सरकार, शिक्षा-मंत्रालय. संस्कृत आयोग का प्रतिवेदन (1956-57)
- मानव संसाधन विकास (दिसम्बर 1990): राष्ट्रीय शिक्षा नीति 1986 की समीक्षा समिति की प्रतिवेदन (प्रबुद्ध और मानवीय समाज की ओर)
- राष्ट्रीय शिक्षा नीति 1968, 1986, 1992
- मिश्र, प्रभाशंकर, 1979, संस्कृत शिक्षण, चण्डीगढ़, हरियाणा ग्रन्थ अकादमी
- मित्तल, संतोष, 2000. संस्कृत -शिक्षण, आर. लाल बुक डिपो, मेरठ
- राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, भारतीय भाषाओं का शिक्षण, राष्ट्रीय फोकस समूह का आधार पत्र
- राजकिशोर, 1975. संस्कृत भाषा विज्ञान, विनोद पुस्तक मन्दिर, आगरा
- शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, हरियाणा ग्रन्थ अकादमी

B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-IV
[BEDU-EC-214] PEDAGOGY OF SCHOOL SUBJECT-I PHYSICAL SCIENCE

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Course Objectives:

- Explain objectives of teaching Physical Science and formulate instructional objectives in behavioral terms.
- Critical evaluation of the existing Physical Science curriculum of any class.
- Explain various methods of teaching Physical Science.
- Co-relate Physical Science with other subjects and day-to-day life.
- Select and use of different kinds of instructional media.
- Evaluate the textbooks and organize various co-curricular activities.
- Organize the practical work and improvise Physical Science apparatus.
- Explain the concept of evaluation and construct blue print of a question paper.
- Lesson Plan in Physical Science according to Herbartian approach.
- Explain the concept of microteaching in view of various skills of teaching.
- Explain the basic concepts of science.

Course Content:

UNIT I General Introduction to Teaching Physical Sciences (12 Lectures)

- Impact of Physical Science and technology on our modern living and globalization
- Physical Science and its correlation with other school subjects and daily life.
- Bloom's taxonomy of educational objectives.
- Writing Instructional objectives in behavioral terms
- Curriculum; Meaning, place of Physical Sciences in school curriculum, principles of Physical Science curriculum construction.

UNIT II Methods of Teaching Physical Sciences (12 Lectures)

- Approaches and Methods of teaching physical sciences - Lecture method, Lecture cum demonstration method, heuristic method, project method, problem solving method and inductive and deductive approach.
- Physical Science teacher and the professional growth.
- Scientific attitude and scientific method - Concept and role of teacher in their development.

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UNIT III Use of Teaching Aids in Teaching physical Science (12 Lectures)

- Instructional Media: Need and importance, classification, selection and integration of media in teaching learning process (Use of Chalk board, charts, models, overhead projectors, educational films and computers).
- Physical Sciences text book – Importance, characteristics, its evaluation procedure.

UNIT IV Lesson Planning in Teaching General Science (12 Lectures)

- Lesson planning in Physical Science; Steps of drafting and Importance
- Herbertian approach of lesson planning.
- Need and organization of practical work in physical sciences, improvisation of science apparatus, Lecture cum demonstration, laboratory plan for a high school, laboratory equipment and material selection, purchase and maintenance.

UNIT V Evaluation in Teaching physical science (12 Lectures)

- Evaluation in Physical Science; Concept, characteristics of a good evaluation tool
- Preparation of a blue print of a question paper.

Assignment: (Any two of the following)

1. Project Report: Prepare an achievement test on any unit related to any class from 6th to 10th and submit a report about the effectiveness of the prepared achievement test.
2. Write a lesson plan on any topic of your choice (class 6th to 10th) following a specific method linked with constructivist approach.
3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of science.
5. Develop any two demonstrative experiments for teaching any topic on science
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on science
7. Seminar presentation on any topic given in the syllabus.

Selected Readings:

- Das, R. C. (1989): *Science Teaching in Schools*, Sterling Publishers, New Delhi.
- Garg, K. K.; Singh, Raghuvirs and Kaur, Inderjeet (2007): *A Text Book of Science for Class X*, NCERT, New Delhi.
- Kohli, V. K. (2006): *How to Teach Science*, Vivek Publishers, Ambala.
- Mangal, S. K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
- Sharma, R. C. (1998): *Modern Science Teaching*, Dhanpat Rai Publishers, New Delhi.

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- Siddiqui, N. N. and Siddiqui, M. N. (1983): *Teaching of Science, Today and Tommorrow*, Doaba House, Delhi.
- Thurber, W. and Collete (1964): *A Teaching Science in Today's Secondary Schools*, Allen and Becon, Boston.
- Vaidya, N. (1971): *The Impact of Science Teaching*, Oxford and IBH Publishers, New Delhi.



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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-V
[BEDU-EC-215] PEDAGOGY OF SCHOOL SUBJECT-II SOCIAL SCIENCES

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Course Objectives:

- Understand the nature, structure and scope of Social Science.
- Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction.
- Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society.
- Develop understanding and skills using different strategies for teaching social science at school stage.
- Develop understanding of various strategies and the need to involve students in various group activities to promote co-operative learning.
- Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science.
- Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

Course Content:

Unit I *General Introduction to Social Science*

(12 Lectures)

- Objectives, Purpose and Scope Meaning and Nature of Concepts of Social Science and Social Studies
- Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology
- Social Science at school stage, Aims and Objectives of teaching of Social Science in Elementary and Secondary School level; Writing instruction objectives: various approaches.

Unit II *Curriculum in Social Science*

(12 Lectures)

- Curriculum General Approach and Underlying Principles of Curriculum construction their Applicability in construction of Social Science Curriculum









- Study of Recent Curriculum Development in M.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of M. P. (12 Lectures)

Unit III Methods of Teaching Social Science

- Writing Instructional objectives in behavioral terms
- Methods and Techniques Methods: Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method Techniques: Skills of Questioning, Story Telling, Simulation, etc.

Unit IV Lesson Planning in Teaching Social Science

(12 Lectures)

- Lesson Planning, Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.
- Aids: Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low-Cost Teaching

Unit V Evaluation in Social Science

(12 Lectures)

- Evaluation Difference between Measurement, Assessment and Evaluation
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items,
- Multiple Discriminate Type Item
- Development and Standardization of Achievement Test in Social Science.

Assignments: (Any two of the following)

1. Analysis of the syllabus: A Critical Study.
2. Analysis of a relevant textbook.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test for Class X.
5. Preparation of low-cost teaching Aids.
6. Development of self-instructional material on any one topic of Social Science.

Selected Readings:

- Bining and Bining: Teaching of Social Studies in Secondary Schools. New York: McGraw Hill Book Co., 1972.
- Desia, D. M. and Mehta, T. S.: Evaluation in Social Studies - Ministry of Education Govt. of India.
- Desia, D. N.: Recent Concept of Social Studies, Vora and Co.
- Heller, F.: The use and abuse of Social Sciences. London: Sage Publications, 1986.











- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Kochhar, S.K.: The Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd., 1988.
- Marsh, D.A. (Ed.): The Social Sciences. London: Routledge and Kegan Paul, 1965.
- Malaya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.
- NCERT: Teaching of History, New Delhi.
- Taneja, V. R.: Fundamentals of Teaching Social Studies Mehendra Capital Publishing, New Delhi.
- Trigg, R.: Understanding Social Studies. New York: Basics Black Well, 1985.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-VI

[BEDU-EC-216] PEDAGOGY OF SCHOOL SUBJECT-II BIOLOGICAL SCIENCES

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Course Objectives:

- To understand the importance of Biology as a school subject and its place in the school curriculum.
- To develop the skills and competencies in teaching of biology at secondary level.
- To create an understanding of difficulties faced in teaching and learning of biological sciences and suggest their remedial measures.
- To attain proficiency in organizing suitable experiences for effective teaching and learning of biological sciences.
- To prepare and use different types of instructional materials for teaching of biological sciences.
- To design different types of tests to evaluate understanding of students in biological sciences.

Course Content:

Unit I Aims and Objectives of Teaching Biological Sciences (12 Lectures)

- Biology vs Biological Science: meaning, definition, nature and scope of biological sciences and its comparison with biology, scientific Method, science as process and product, place of biology in school curriculum and its relationship with other subjects, recommendations of various commissions on science education.
- Aims and objectives of teaching biological sciences, Bloom's and Digital taxonomy of educational objectives, Different methods of writing educational objectives of biological sciences in behavioral terms (Robert Mager, Robert Miller and RCEM).

Unit II Curriculum Construction in Biological Sciences (12 Lectures)

- Biology curriculum: principles of planning biology curriculum at secondary level, process of biology curriculum construction, principles of curriculum organization.
- Modern trends in biology curriculum: BSCS project, characteristics of progressive curriculum, Biology curriculum framework, Textbooks in biological sciences.

Unit III Methods and Models of Teaching Biological Sciences (12 Lectures)

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- Method and strategy of teaching biological sciences: lecture-cum-demonstration method, discussion method, project method, problem solving method, field trip method, laboratory method.
- Model of teaching biological sciences: concept attainment model and inquiry training model.

Unit IV Lesson Planning in Biological Sciences

(12 Lectures)

- Lesson Planning: Importance and needs, unit necessity of planning of instruction in biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology.
- Teaching Aids Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Zoological and Botanical Museum and Botanical Garden,
- Use of Resources for Biology Teaching: Excursion, Field Trip, Lecture, Radio Broadcast, Educational Television, Organization of Science Club, Science Fair, Uses of Audio - Visual Aids, Charts, Models, PPT and Projector.

Unit V Evaluation in Biological Sciences

(12 Lectures)

- Evaluation in Biology, Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology

Assignments: (Any two of the following)

1. Preparation of model and charts.
2. Herbarium.
3. Preservation of Animals.
4. Gardening.
5. Improvisation, maintenance and repair of Biological Equipment.
6. Establishment of Biological Museum
7. Preparation of experiments
8. Visit to places of Biological Interest & their reporting by the student
9. Review of Biology Science Curriculum
10. Development of self-instructional material on any one topic of Biology



Selected Readings:

- Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985. Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982.
- Rawat, D.S.: Teaching of Science. Agra: Vinod Pustak Mandir, 1981.
- Sharma, R.C.: Modern Science Teaching. Delhi: Dhanpat Rai and Sons, 1975.
- Siddiqui and Siddiqui: Teaching of Science (Today and Tomorrow). Delhi: Deoba House, 1985.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
ELECTIVE COURSE-VII
[BEDU-EC-217] PEDAGOGY OF SCHOOL SUBJECT-II MATHEMATICS

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Course Objectives:

- To help students appreciate the distinctive character of mathematics, the power and beauty of mathematical type of reasoning.
- To develop the ability to spell out aims and objective of teaching Mathematics at Secondary level.
- To train them in different methods and approaches of teaching mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of mathematics.
- To empower them to develop tests for assessing readiness, attainments, and specific weakness of school learners.

Course Content:

Unit I Aims and Objectives of Teaching Mathematics

(12 Lectures)

- Nature of Mathematics Major landmarks in the evolution of mathematics, Nature of mathematics and its' difference with scientific knowledge, Aims and objectives of teaching mathematics at Secondary stage, Importance of Mathematics in the Secondary School Curriculum its Relation with another Subject.
- Objectives of Teaching Mathematics, Bloom's Classification of Educational Objectives, Writing Instructional objectives in behavioral terms in relation to the knowledge of facts, understanding of the principles and application of mathematical concepts.

Unit II Curriculum Construction in Mathematics

(12 Lectures)

- Mathematics Curriculum Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Mathematics Curriculum and Teaching Learning Material for Mathematics.

Unit III Methods and Models of Teaching Mathematics

(12 Lectures)

- Methods of Teaching Methods of teaching mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Project, Problem Solving Method, Concept Attainment Model, Inquiry Training Model.

Unit IV Lesson Planning

(12 Lectures)

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- Unit and Lesson Planning Necessity of planning of instruction in Mathematics, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Mathematics
- Teaching Aids Charts, Diagrams, Models, Instruments, Films, Film Strips, Work Book, Geometry box, etc.

Unit V Evaluation in Mathematics

(12 Lectures)

- Evaluation in Mathematics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Mathematics

Assignments: (Any two of the following)

1. Preparing Flannel Board and Geo Board.
2. Preparation of Models and Charts.
3. Preparing Blue Print for Teacher Made Achievement Test.
4. Division of Class IX and X Syllabus into Units.
5. Evaluation of Mathematics Textbook.
6. Development of self-instructional material on any one topic of Mathematics

Selected Readings:

- Agrawal, R.N.: Ganit Shikshan Ki Adhunik Vidhiyan. New Delhi: Goyal Publishing House, 1967.
- Aiyanger, K.: The teaching of Mathematics in the New Education. New Delhi: Universal Publications, 1964.
- Eves, Carroll and Newsome, V.: An Introduction to the Foundations and Fundamental Concepts of Mathematics, 1965.
- Fuch, W.R.: Mathematics for Modern Mind. New York: McMillan Co., 1967.
- Jain, S.L.: Ganit Shikshan. Jaipur: Rajasthan Granth Academy, 1973.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kapur, J.N.: Some Aspects of School Mathematics. New Delhi: Arya Book Depot, 1967.
- Paswan, N. K.: Modern Methods of Teaching Mathematcs. Cyber Tech Publications, New Delhi, 2006.
- Rawat, M.S.: Ganit Shikshan. Agra: Vinod Pustak Mandir, 1982.

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- Shah, G.B.: New Dimensions in Teaching Mathematics. Baroda: Faculty of Education and Psychology, 1964.
- Sharma, J.N.: Introduction to New types of Tests in Mathematics. New Delhi: Arya Book Depot, 1966.
- Sharma, N.R.: Ganit Shikshan, Kyon aur Kaise. Agra: Ratan Prakashan Mandir, 1966.
- Siddhu, K.S.: The Teaching of Mathematics. New Delhi: Sterling Publications, 1982.
- Wadhwa, S.: Modern Methods of Teaching Mathematics. Swarup & Sons, New Delhi, 2000.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-II
CORE COURSE-III
[BEDU-CC-213] EPC-2: ART AND AESTHETICS

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Course Objectives:

- Understanding basics of different Art forms – impact of Art forms on the human mind.
- Understand the role of Art in one's Creative and Aesthetic Development.
- Understand the importance and educational Values of Art room: Art Museums art exhibitions and art galleries.
- Understand the role of art in Society, Culture and international understanding.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.

Course Content:

Unit I Art Education and Human Life

(15 Lectures)

- Meaning, Concept, Aims of Arts and Aesthetics and significance at secondary level of school education.
- Difference between Education in Arts and Arts in Education.
- Transformation of Art and Aesthetic through Education.
- Classification of Art: Visual & Performing.
- Knowledge of Indian Craft Traditions and its relevance in education.
- Educational Values of Arts and its relation with other School Subjects.
- Its Concept and importance in human life, Art and Creativity: Exhibition, Museum and Galleries, Art and Community: Society, Culture and National Integration.
- Indian Festivals and its Artistic significance

Practical/Assignment

(30 Practical)

Visual Arts & Crafts and Performing Arts (Practicals any two groups of the followings)

Group 1 Drawing and Painting

- Line Drawing and drawing with light and shade.
- Representational Drawing and Painting from nature – Plants, foliage, flowers, birds and animals etc. (medium – Pencil, pen & ink, Crayon, water colour any two medium)
- Perspective Drawing.
- Still-life Study (medium – Pencil, pen & ink, Crayon, water colour any two medium)

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- Composition Painting

Group 2 Designing on Different Surfaces

- Creative pictorial or geometrical design – Water colour /pastel Colour.
- Surface design – Floor decoration Wall decoration.
- Poster-design, Textile-design – Garment design with fabric colour, designing with Potato-cut block and stenciling on garments and other cloth
- Simple lettering for communication calligraphy.

Group 3 Creative Art with Paper

- Paper –cutting, Assemble-art with photo-pasting.
- Collage-Simple and Creative, Collecting and arranging rare photographs, photo print on various themes.

Group 4 Pot-decoration

- Decoration- Clay-pot, Glass-pot, Ceramic pot and fiber pot.

Group 5 Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student – teacher.

Selected Readings:

- Devi Prasad (1998) Art: The Basis of Education. Devi Prasad (1999) Shiksha Ka Vahan: Kala (Hindi).
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London:
- Heinmann. Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

By

Arvind

Arvind

Arvind

B. ED. (2 YEAR PROGRAMME) SEMESTER-II
CORE COURSE-IV
[BEDU-CC-214] EPC-4 ENRICHING LEARNING THROUGH INFORMATION AND
COMMUNICATION TECHNOLOGY

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Course Objectives:

- To acquaint the pupil teachers with the set of experiences of visualization.
- To aware with an assumption that many student- teachers will have a
- To acquaint the pupil teachers with the basic familiarity with computers.
- To acquaint the pupil teachers with the hands-on- experiences of computer in education.
- To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.
- To acquaint the pupil teachers with the uses of open educational resources.
- To enable the pupil teachers with the online learning and teaching.

Course Content:

Unit I Relevance of ICT in Education

(5 Lectures)

- ICT: Concept and importance of ICT in Education.
- Knowledge construction: Concept and Role of information technology in 'Construction of Knowledge' and Possible uses of audio-visual media and computer.
- Visualization: Visualizing learning situations using audio-visual and other media.

Unit II Use of Computers in Schools

(5 Lectures)

- Functional knowledge of operating computers: On / off, Computer as a learning tool, Word processing, Use of Microsoft PowerPoint and Microsoft Excel.
- Internet & Intranet: Effective browsing of the internet for selecting relevant information.
- Educational sites: OER and Survey of educational sites in India.
- Downloading and uploading relevant material.

Unit III Visualizing Technology-Supported Learning Situations

(5 Lectures)

- Interactive use of audio-visual programme for teaching and learning.
- Developing PPT slide show for classroom use.
- Use of LCD projection for subject learning interactions.
- Generating subject-related demonstrations using open source software.
- Collaborative learning: Collaborative learning tasks.

- Interactive use of ICT: Creating online classroom, Online form for collecting data and assessment, Online slides, Online documents and Online meeting link for online meetings and video conferencing and educational channel.
- Open Educational Resources: Applications of some OER for teaching and evaluation and SWAYAM.

Practicum/Assignment: Based on above theoretical parts

(30 Practical)

- Enrolment in any SWAYAM course and showing his/her progress.
- Creating own educational channel and uploading own educational videos on it.
- Creating own online classroom and uploading different study materials and assignments.
- Using different OER tools for teaching and learning.
- Creating PPT slide show presentations on her/his pedagogical subject.
- Creating interactive lectures using different tools for teaching and assessment.
- Effective use of Microsoft Excel and Google Sheets for analysing data.
- Searching effective materials for teaching and learning.

