



**B.Ed. (General) 2-Year Programme
Learning Outcome Based Curriculum Framework
(LOCF)
w.e.f. Session 2021-22**

**Program Outcomes
Program Specific Outcomes
Course Outcomes**

**Department of Education
SGT University Gurugram,
Haryana**

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Curriculum Structure 2021-2022

| | | Course | Nomenclature | Marks | Credits |
|-------------------|-----|--------|---------------------------------------|---------------------------|-----------|
| Semester 1 | | | | | |
| 1 | PE | CORE-1 | Childhood and Growing Up | 100 | 4 |
| 2 | PE | CORE-2 | Contemporary India and Education | 100 | 4 |
| 3 | CPS | CORE-3 | Language across curriculum | 50 | 2 |
| 4 | EPC | SEC | Drama & Art in Education | 50 | 2 |
| 5 | EPC | SEC | Understanding of ICT in Teaching | 50 | 2 |
| 6 | EPC | SEC | Reading and Reflecting on Text | 50 | 2 |
| 7 | | MDE- 1 | Any one out of the University Basket | 100 | 4 |
| 8 | | AECC-1 | English/MIL | 50 | 2 |
| 9 | | VAC-1 | Any One | | 2 |
| | | | | 550 | 24 |
| Semester 2 | | | | | |
| 1 | PE | CORE-1 | Learning and Teaching | 100 | 4 |
| 2 | PE | CORE-2 | Assessment of Learning | 100 | 4 |
| 3 | CPS | DSE | Pedagogy of School Subject-I | 100 | 4 |
| 4 | CPS | DSE | Pedagogy of School Subject-II | 100 | 4 |
| 5 | EPC | DSE | School Engagement Programe | 50 | 2 |
| 6 | | MDE- 1 | Any one out of the University Basket | 100 | 4 |
| 7 | | AECC-1 | Environmental Studies | 50 | 2 |
| 8 | | VAC-1 | Any One | | 2 |
| | | | | 600 | 26 |
| Semester 3 | | | | | |
| 1 | SIP | CORE-1 | Pre-Internship- Pedagogy-I | 50 | 2 |
| 2 | SIP | CORE-2 | Pre-Internship- Pedagogy-II | 50 | 2 |
| 3 | SIP | CORE-3 | Internship- Pedagogy-I | 150 | 6 |
| 4 | SIP | CORE-4 | Internship- Pedagogy-II | 150 | 6 |
| | | | | 400 | 16 |
| Semester 4 | | | | | |
| 1 | PE | CORE-1 | Knowledge and Curriculum | 100 | 4 |
| 2 | PE | CORE-2 | Understanding, Discipline and subject | 50 | 2 |
| 3 | PE | CORE-3 | Gender, School and Society | 50 | 2 |
| 4 | PE | CORE-4 | Creating an Inclusive School | 50 | 2 |
| 5 | EPC | DSE | Minor Project | 50 | 2 |
| 6 | EPC | DSE | Post Internship | 50 | 2 |
| 7 | EPC | SEC | Understanding the self | 50 | 2 |
| 8 | | MDE- 1 | Any one out of the University Basket | 100 | 4 |
| 9 | | AECC-1 | Soft skill | 50 | 2 |
| 10 | | VAC-1 | Any One | | 2 |
| | | | | 550 | 24 |
| | | | | Grand Total - 2100 | 90 |

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PE- Perspectives in Education
 CPS – Curriculum and Pedagogic studies
 SIP – School Internship Programme
 EPC – Enhancing Professional Capacities
 MDE-Multidisciplinary Education
 AECC- Ability Enhancement Compulsory Course
 VAC- Value Added/Skill Enhancement Course

***The students are required to opt one Value Added Course in First Year and one MOOCs Courses (available on SWAYAM Portal) in Second Year (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time from University Umbrella)

** Marks not added in the aggregate

Group –I Pedagogy of Sciences:

- (i) Pedagogy of Science (ii) Pedagogy of Biological Science
 (iii) Pedagogy of Physical Science

Group- II Pedagogy of Social Sciences:

- (i) Pedagogy of Social Science (ii) Pedagogy of Commerce
 (iii) Pedagogy of Economics (iv) Pedagogy of History
 (v) Pedagogy of Geography

Group- III Pedagogy of Languages:

- (i) Pedagogy of English (ii) Pedagogy of Hindi
 (iii) Pedagogy of Sanskrit

Group- IV Pedagogy of Mathematics:

- (i) Pedagogy of Mathematics

Note:-

- (a) Students can opt for any only two school subjects.
 (b) They have to opt for one school subject from each group except for Science, Commerce & Shastri/B.A. (Skt Hons)/M.A. (Skt) students.
 (c) Science students can opt for two school subject from Pedagogy of Sciences (Group-I).
 (d) Shastri / B.A. (Skt Hons)/ M.A. (Skt) student can opt for two school subjects i.e. Pedagogy of Hindi & Pedagogy of Skt. from Group-III.
 (e) Commerce students can opt for two school subjects from Pedagogy of Social Sciences (Group-II).

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PROGRAME OUTCOMES (POS)

Education Graduates will be able to:

- PO 1 Understand nature of education and pedagogic processes through enriched experiences
- PO 2 Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- PO 3 Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged
- PO 4 Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society
- PO5 Enable them to face the challenging of social, political and technological issues.
- PO6 Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues
- PO 7 Describe teaching learning process in the classroom and various factors that influence it.
- PO 8 Understands various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- PO9 Plan and organize classroom through learners centred techniques of instruction for inclusive education & effective whole classroom instruction.
- PO10 Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- PO11 Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious. Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive
- PO12 To develop problem solving ability through action research

Program Specific Outcomes (PSOs)

At the end of the program, the student:

- PSO1. Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems and semiconductor technology
- PSO2. Should be able to associate the learning from the courses related to microelectronics, Signal processing, Microcomputers, Embedded and Communication Systems to arrive at solutions to real world problems.
- PSO3. Should have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems/processes for a variety of applications.
- PSO4. Should possess the skills to communicate in both oral and written forms, the work already done and the future plans with necessary road maps, demonstrating the practice of professional ethics and the concerns for societal and environmental wellbeing.

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Semester I

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B.Ed : CHILDHOOD AND GROWING UP**Max. Marks: 100****Credit: 4****L: 4 T:0 P:0****(External: 60, Internal: 40)****Objectives –**

The course will enable the student teachers to –

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

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

CO1 Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.

CO2 Study of childhood, child development and adolescence.

CO3 Understand learning as divergent process.

CO4 Make aware about the importance of healthy liking and preventing disease.

CO5 Introduce psychological traits of learners.

CO6 Become health aware & sensitize about mental and physical health.

Unit – I : Dimensions of Development

- Growth & Development: - Concept, Principal, Factors, & Stages.
- Characteristics of stages development with special reference to Childhood and Adolescence.
- Adolescence: Understanding their needs and problems in Indian context.
- Parenting styles: Concept and its impact Child development

Unit – II : Theories of Child Development

- Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.
- Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to India Context.
- Kohlberg theory of Moral Development: Concept, Stages and Implications with special referenceto India context.

Unit-III : Learner as a Developing Individual

- Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence tests.
- Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
- Mental Processes of Learning: Thinking Concept Types of Thinking – Divergent, Convergent, Critical, Reflective & Lateral Thinking.
- Memory – Concept, Types & Strategies to develop Memory; Forgetting – Nature, Causes, Factors& Strategies to minimize Forgetting.
- Personality: meaning, nature and assessment.

Unit- IV : Learning in socio Cultural Perspective

- Agencies of Socialization: Family, School, Community and their role in Child Development.
- ✓ Social & Cultural Change as factors influencing Child Development.
- ✓ Impact of Marginalization and Stereotyping on Child Development with special reference to Gender, Social Class & Poverty.

Tasks & Assignments: Any Two Activities

- Case-study of an adolescent: Problems and Needs.
- Case study on Personality development.
- Seminar/ Presentation on educational implications of One Learning theory of child development.
- Survey report on impact of socio-economic status of a family on child.
- Studying children in varying contexts in childhood by undertaking a detailed case study of a child.
- Prepare an observation schedule and observe the behaviour of a child in school setting.
- Visit any one organization at national/international level and document the practices for the protection of children.

Suggested Reading:

- Bhatia, H. R. (1990). Elements of Educational Psychology Bombay: Orient Lahman Ltd.
- Chauhan, S. S. (2000). Psychology of Adolescence. New Delhi: Vikas Publishers.
- Hurlock, E. B. (1990). Adolescent Development. New York. McGraw Hill Publishers.
- Kundu, C.L. and Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Mathur, S. S. (2000). Shiksha Manovigyan. Agra: Vinod Pustak Bhandar.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates Publishers.
- Pal, H.R. and Sharma, M. (2007). Education of Gifted (Hindi), New Delhi: Shipra Publications.
- Oberoi, S.C. (2018). Childhood and Growing up,,New Delhi: Laxmi book depot.

Google Book Links

- https://www.google.co.in/books/edition/CHILDHOOD_AND_GROWING_UP/TqajDwAAQBAJ?hl=en&gbpv=1&dq=childhood+and+growing+up+for+b.ed.&printsec=frontcover
- https://www.google.co.in/books/edition/The_Story_of_Childhood/YKgEBAAAQBAJ?hl=en&gbpv=1&dq=childhood+and+growing+up+book&printsec=frontcover

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B.Ed.: CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100

Credit: 4

L:4 T:0 P:0

(External: 60, Internal: 40)

Objectives-

The course will enable the student teachers to

- Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- Appraise about the policy initiatives taken in education reform during pre- and post-independent India.
- Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- Familiarize with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities
- Develop understanding of the issues, and challenges faced by Indian Contemporary Society.

Course Outcomes:

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


- CO1 Trace the prominent characteristics of education in India during colonial rule
- CO2 Critically examine constitutional provisions related to education
- CO3 Understand the educational provisions for socially disadvantaged group
- CO4 Analyze policy framework for public education India
- CO5 Discuss educational issues and concerns related to global context
- CO6 Appreciate major educational intervention launched by Government of India

UNIT- I Constitution of India and Education

- Concurrent status of Education
- Policies, Acts and Provisions related to Education: Articles 14, 16 and 51A and 73rd Amendment
- Directive Principles of State Policies
- Education as Fundamental Right: Right to Education (RTE) Act 2009

UNIT- II Educational reform in the Pre-independence period & Post- Independence period

- Macaulay's Minute, Wood's Dispatch, Hunter Commission, Sargent Plan
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- Ramamurthy Education Commission (1990)
- Programme of Action (1992)
- Learning without Burden (1993)
- New Education Policy (2020)


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UNIT- III Contemporary Indian Education: Issues and Concerns

- Equality of Educational Opportunity: Meaning of equality and Constitutional Provisions
- Education of Marginalized and Socially Disadvantaged Segments- Educational Provisions for Women, Minorities and SC/ST.
- Three Language Formula
- Common School System
- Commercialization of Education: Meaning and Concerns in the Indian Context
- Liberalization, Privatization, Globalization- meaning and their effect on education
- Education for National Integration and International Understanding

UNIT- IV Initiatives of the Government of India

- Operation Blackboard
- Sarva Shiksha Abhiyan (SSA)
- Rastriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal Scheme (MDM)
- ICT in School Education: National Repository of Open Educational Resources (NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

Task & Assignments: Any Two Activities

- Case study of different kind of schools
- Marginalization and education of children from slums and distress migration
- 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.
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of nearby locality to find out the causes of low literacy.
- Study of voluntary agency working in the field of educational and school development of society.
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these

Suggested Readings

- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Mani, R.S. (196). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mohanty, 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.
- GOI(1964-1966): 'Education and National Development'. Ministry of Education, Government of India 1966.
- GOI(2004): Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
- NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*.

Google Book Link

- https://www.google.co.in/books/edition/India_Goes_to_School/Ysy-DwAAQBAJ?hl=en&gbpv=1&dq=national+education+policy+2020&printsec=frontcover
- https://www.google.co.in/books/edition/New_Education_Policy_on_Higher_Education/UlqxDwAAQBAJ?hl=en&gbpv=1&dq=national+education+policy+2020&printsec=frontcover
- https://www.google.co.in/books/edition/Teacher_Quality_and_Education_Policy_in/abQgEAAQBAJ?hl=en&gbpv=1&dq=nep+2020&pg=PT144&printsec=frontcover


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B.Ed.: LANGUAGE ACROSS THE CURRICULUM

Max. Marks: 50

Credit: 2

L: 2 T: 0 P: 0

(External: 30, Internal: 20)

Objectives:

The course will enable the student teachers to –

- Understand the basics of language and communication
- Apply language in all domains in each learning activity in school
- Apply multilingualism as a strategy in the classroom situation
- Understand methods to develop skills

Course Outcomes:

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

- CO1 Know the concept of language, Multilingualism and language diversity with various functions of language.
- CO 2 Understand the relationship between language & learning and describe the elements of communicative approach.
- CO 3 Integrate different language skills for effective classroom discourse.
- CO 4 Analyze significance of language proficiency and knowledge acquisition.

UNIT- I Language and Communication

- Features of Language, Structure and Functions of Language
- Language and Power
- Multilingualism: Nature and Scope
- Multilingualism: As a Resource and a Strategy
- Multilingual Classroom: Challenges and Strategies to Cater to Diversity
- Qualities and Competences of a Teacher to cater to a multilingual classroom.
- Accents and Linguistic Variations
- Role of home and school language in classroom instructions

UNIT- II Acquisition of Language Skills: Listening, Speaking, : Reading and Writing Skills

- Developing Pronunciation by Phonic Drills
- Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
- Relationship between Reading and Writing
- Oral and Silent Reading of Expository Texts: Strategies; Comprehension;
- Pre-Reading and Post Reading activities
- Schema Theory: Text structures and reading in content areas
- Characteristics of Good Handwriting; Developing the Skill of Writing
- Effective Compositions: Creative Writing, Letter Writing: Formal, Informal (emphasis on the letters which the teachers write in schools)

Tasks & Assignments

- Participation in two Extempore Presentations: Debate/Paragraph Writing /Application Writing

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- Write a Book review considering the following points:
 - Use of Various Registers of Language
 - Technical Aspects of Language
 - Meaning Conveyed in the Text
- Design a Newsletter based on academic & co-curricular activities organized in your Institution.

Suggested Reading:

- Agnihotri, R.K. (1999). Bachchon ki Bhashaa Seekhne ki Kshamata, Bhag 1 or Shaikshik Sandarbh, Bhopal: Eklavya Publications
- Agnihotri, R.K. (2007). Hindi: An Essential Grammar, London: Routledge
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, Bhubhashita or Hindi: Ekanth Samvaad, New Delhi: Shilalekh
- Kumar, K. (2000). Childs Language and the Teacher. New Delhi: National Book Trust.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. New York: McMillan.

Google Book link

- https://www.google.co.in/books/edition/Language_Across_the_Curriculum_CLIL_in_E/TmIW_DQAAQBAJ?hl=en&gbpv=1&dq=language+across+the+curriculum+book&printsec=frontcover
- https://www.google.co.in/books/edition/Language_Across_The_Curriculum_1e/tDXADwAAQBAJ?hl=en&gbpv=1&dq=language+across+the+curriculum+book&printsec=frontcover
- https://www.google.co.in/books/edition/Modern_Languages_Across_the_Curriculum/jkeoVZkgSDcC?hl=en&gbpv=1&dq=language+across+the+curriculum+book&printsec=frontcover

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B.Ed.: DRAMA AND ART IN EDUCATION (PRACTICUM)

Max. Marks: 50
(External: 20, Internal: 30)

Credit: 2 L:0 T:0 P:4

Objectives:

- Develop an understanding of drama & art as an approach to education
- Recognize drama and art as a pedagogy for self expression
- Appreciate the significance of performing arts in transaction of curriculum
- Appreciate the significance of visual arts in transaction of curriculum

Course Outcomes:

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

- CO 1 Develop imagination and sense of appreciation and aesthetics of art.
- CO 2 Have basic knowledge about color schemes and prepare effective teaching aids
- CO3 Use drama processes to examine their skills
- CO 4 Generate new knowledge, understanding and perceptions regarding various forms of art

UNIT- I Understanding Drama and Art in Education

- Meaning and Concept of 'Drama', 'Art' and 'Drama and Art in Education'
- Understanding Aesthetics and its relevance in Education
- Indian festivals and its Artistic significance
- Knowledge of Indian Craft Traditions and its relevance in Education (based on a set of slides, Videos Films, Documentaries selected for the purpose)
- Theatre and Puppetry: Concept, Importance for Curriculum Transaction, Listening/viewing and exploring

UNIT- II Visual & Creative Art

- Methods of Visual Arts: Painting, Block Painting, Collage, Clay Modeling, Paper Cutting and folding
- Knowledge of Indian Art : Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Creative Pictorial or Geometrical Designs
- Surface Design-Floor Decoration (Alpana, Rangoli, Wall Decoration)
- Poster Design (Monochrome/ Multi-colour)
- Collecting and arranging rare Photographs, Photo Print on various themes

Sessional Work:

- Role Playing activity for historical/ contemporary personalities wherein students play the role of that personality to advocate his/ her opinions/ decisions/ thought processes (forexample, Akbar, Mahatma Gandhi, Bhagat Singh etc.)
- Prepare a report on Music and its importance as a Pedagogy at school level.
- Prepare a report on classical dance and its importance as a Pedagogy at school level.
- Carry out web search on Indian sculpture and design a brief report.
- Organize Art, Craft and Music exercises with small groups followed by discussions and presentation.

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- Observe an art period in a school and briefly record your reflections.


Suggested Readings:

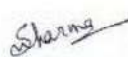
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad, D. (1998). Art as the Basis of Education, New Delhi: NBT.
- Shirley, G. (2000). Art, an A to Z Guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Mumbai: Jyotsna Prakashan.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.
- Kothari, Dr. Sunil (edited by), New Directions in Indian Dance, Mumbai: Marg Publications, Vol.55 No.2, December 2003.

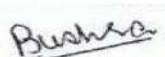
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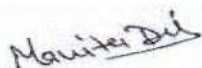
https://www.google.co.in/books/edition/Drama_and_Education/6XbABgAAQBAJ?hl=en&gbpv=1&dq=Drama+and+Art+in+education+book&printsec=frontcover

https://www.google.co.in/books/edition/Researching_drama_and_arts_education/kYKmUMuHGwoC?hl=en&gbpv=1&dq=Drama+and+Art+in+education+book&printsec=frontcover


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B.Ed.: UNDERSTANDING OF ICT in TEACHING (PRACTICUM)

Max. Marks: 50

Credit: 2 L:0 T:0 P:4

(External: 2, Internal: 30)

Objectives –

The course will enable the student teachers to –

- To appreciate the historical development of various educational media
- Explain to the main components of the computer hardware in use
- To develop use digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners
- To use ICTs for project based/ problem based constructivist learning environment
- Explain the role of ICT in alternative assessment
- To understand the social, economic and ethical issues associated with the use of ICT

Course Outcomes:

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

- CO1 Make an effective use of technology in Education.
- CO2 Familiar with new trends, techniques in education along with learning
- CO3 Know about the basic elements of computers and their uses.
- CO4 Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- CO5 Acquire the Basic Commands in DOS & Windows.
- CO6 Work with various MS Office Applications like Word, Excel and PowerPoint

Unit -1 : Technology in Education

- Introduction to Computer (Types of Computers, Hardware, Software, storage devices, Human ware and Peripheral Devices)
- Computer Skills MS Office Basic features (Word processing, Spreadsheet, Presentations,) Google slide, Prezi.
- Projected Aids: multimedia projectors (LCD, DLP, LED Projector)
- Internet: - Internet as Source of learning (Websites and Web Based Learning)
- Application and effective use of Professional Development apps (Linkedin, Glasstor, Spotify, Lynda)

Unit -2: ICT and Teaching

- Information and Communication Technology: Meaning, Nature and Advantages
- Approaches to integrate ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK) Subjects specific ICT tools and Online Resources for creating and facilitating learning
- Mobile Learning, flipped classroom, Virtual classroom (effective use in teaching learning process)
- Web Quest and Virtual Field Trips: Concept, Process and use in the classroom
- Use of ICT for Assessment of different school subjects (Socrates, Mentimeter, Hotpotatoes)

Sessional Work:

- Making a presentation on school subject using any two presentation apps
- Making a achievement test using assessment apps.

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- Making of projects integrating internet and smart classroom
- Field visit to the EDUSAT center and taking part in teleconferencing
- Organizing web conferencing using Skype/ Yahoo Messenger/ Google+
- Review of ICT labs (Plans and equipment/ Resources) in school from internet

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- Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
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- Debroy, A.(2018).List of Education Apps Developed in India Retrieved from <https://edtechreview.in/news/3114-list-of-education-apps-developed-in-india>
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- <https://products.office.com/en-in/onenote/digital-note-taking-app?rtc=1>
- <https://keep.google.com/>
- <https://padlet.com/>
- <https://onedrive.live.com/>
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- <https://www.ck12.org/teacher/>
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- <https://inkscape.org/>
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B.Ed.: READING AND REFLECTING ON TEXT (PRACTICUM)

Max. Marks: 50
(External: 20, Internal: 30)

Credit: 2

L:0 T:0 P:4

New

Objectives

The course will enable the student teachers to –

- The course will enable the student teachers to –Able to explain different types of text.
- Explain how to read and respond to a variety of texts in different ways: personal, creative & critical
- To Participate involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.

Course Outcomes:

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

- CO1 Develop met cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- CO2 Enhance their capacities as readers and writers by becoming participants in the process of reading.
- CO3 Engage themselves with the readings interactively – individually and in small groups.
- CO4 Avail opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas

Unit 1: Text and Reading

- Types of Texts:
- General: Literary or non-literary; Narrative, expository, technical & persuasive.
- Education: Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.

Unit :2. Text and Reflection

- Text structure, language, genre, context, socio-cultural diversity,
- Reflection in Reading: Pre-reading, Post-reading.
- Previews the text and make predictions, makes connections to personal experience or other texts, asks clarifying questions, identify difficult sentences or passages, restates in own words, reacts to the text by using language laboratory.
- Communicative Reader-Interactive reading (Individual and groups)
Concept and relevance of communicative reader.
- Expressive Reflections
 - a) Concept of reflective writing
 - b) Critical appreciation of the text: Note taking, critically reviewing the text.

Suggested Activities:

- i. Read a book, a journal Article, or a chapter and write personal responses and summarize.
- ii. Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- iii. Beyond the textbook: reading comprehension and question –answers.
Preparing a Vocabulary Book (50 words), with Meanings and Usage.

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- v. Writing a book review and critically analyze the Content and Language of the text.
- vi. Make a list of reading books of diverse texts and classify them under headings.
- vii. Conduct interactive group reading session (small groups).
- viii. Narrating/describing a related account from one's life experience (in front of a smaller group).
- ix. Discussion of characters and situations –sharing interpretations and points of view (in a smaller group).
- x. Studying and reporting health concerns/ drainage system of school/ village.
- xi. Writing expenditure account for an activity/function and house hold family budget plan.

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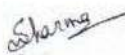
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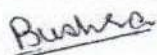
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Department of English

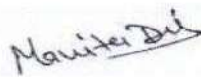
SEMESTER II


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B.Ed.: LEARNING AND TEACHING

Max. Marks: 100

Credit: 4

L: 4 T:0 P:0

(External: 60, Internal: 40)

Objectives-

The course will enable the student teachers to –

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

Course Outcomes:

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

- CO1 To develop scientific attitude for the process of teaching & learning
- CO2 To develop understanding about the relationship of cognitive, social and emotional development with learning process
- CO3 To provide an overall view on teaching & learning style and ideas to enhance these activities
- CO4 To introduce student – teachers with teaching skill, component and parameters of effective teaching
- CO5 To develop insight for perfect teaching by its overall perspectives in detail

Unit-1 : Understanding Learning

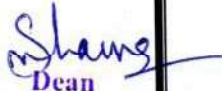
- Learning: Concept, Nature, types of learning & Factors influencing learning,
- Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning.
- Role of Teacher & School in relation to learning strategies.
- Individual Differences: Concept, Types, Causes & Educational implications.

Unit-2 : Learning Theories

- Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications.
- Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.
- Social-constructivist theory (Vygostky & Bandura): Concept, Nature and Educational implications.

Unit-3 : Understanding Teaching

- Teaching: Concept, characteristic, features and levels of teaching.
- Related concepts of Teaching (Training, conditioning, instruction & indoctrination)
- Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning


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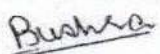
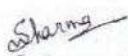
Behaviour (Entry behaviours & Learner's characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).

- Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching)



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Unit-4 : Phase & Models of Teaching

- Phase of Teaching: Pre-active, Interactive and Post-active.
- Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).
- Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

Practicum/ Sessional

Any one of the following

- Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- Seminar/ Presentation on learning theories.
- Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- Case-study on Individual differences.
- Application of participatory learning and action techniques of resource mapping and social mapping.

Suggested Readings:

- Chauhan, S.S. (2014). "Innovations in Teaching Learning Process", Noida: Vikas Publishing House Private Ltd.
- Gagne, R.M. (1977). "The conditions of learning", New York, Chicago: Holt, Rinehart and Winston.
- Joyce, B. & Weil, M. (1992). "Models of Teaching", New Delhi, Prentice Hall.
- Sharma, R.A. (1991). "Technology of Teaching", Meerut: R. Lall Book Depot.
- Sharma, S.K. (2005). "Learning and Teaching: Learning process", Delhi: Gyan Books Private Ltd. Srivastava, D.S. and Kumari, S. (2005). "Education: Understanding the learner", Delhi: Gyan Books Private Ltd.
- Walia, J.S. (2011). "Technology of Teaching", Jalandhar: Ahim Paul Publishers. Walia, J.S. (2012). "Teaching Learning Process", Jalandhar: Ahim Paul Publishers.

Google Book Link

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B.Ed.: ASSESSMENT OF LEARNING**Max. Marks: 100****Credit: 4****L: 4 T:0 P:0****(External: 60, Internal: 40)****Objectives**

The course will enable the student teachers to –

- Acquire critical understanding on scope and need of Assessment and Evaluation I Education.
- Gain a critical understanding in construction of achievement test and its standardization.
- Become cognizant of key concepts such as formative and summative evaluation.
- Outcomes:
- Use derived scores in interpreting test results and use of norms
- Gain a critical understanding in construction of achievement test and its standardization.
- Become cognizant of key concepts such as formative and summative evaluation.

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

- CO1 To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- CO2 Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- CO3 Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom
- CO4 Develop critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom.
- CO5 Develop enabling processes which lead to better learning and more confident and creative learners.

Unit-1 Learning

- Learning, Instruction, Teaching, Teaching Learning Situation,
- Assessment for Learning, Assessment as Learning, and Assessment of Learning
- Concept, Meaning, Definition, Differences, and Illustrations of learning
- Continuous and Comprehensive Assessment

Unit-2 Test and Examination

- Concept, Meaning, Definition, Types, Needs, Purpose, and Function
- Objective Type test and Essay Type Test
- Criterion Referenced Test and Norm Referenced Test
- Blue- Print, Construction of Teacher Made Test or Non- Standardized Test

Unit -3 Measurement and Evaluation

- Measurement -Concept, Meaning, Definition, Types, Needs, Purpose, and Function
- Levels of Measurement Scale, Reliability, Validity,
- Measure of Central Tendency- Mean, Median, and True Mode, Measure of Dispersion- Range, Standard Deviation, Quartile Deviation
- Measure of Relative Position-Percentile, Percentile Rank
- Evaluation -Concept, Meaning, Definition, Types, Needs, Purpose, and Function, Technique of Evaluation, Comparison between Measurement and Evaluation

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Unit-4 Assessment of Tests

- Achievement Test,
- Diagnostic Test,
- Intelligence Test,
- Personality Test
- Aptitude Test

Practicum/ Sessional

- Preparation of Blue Print
- Developing a question paper in Methodology Paper

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- Davc, R.H. (1970): "Psychomotor Levels" In R.J. Armstrong (Ed) Developing Behavioral Objective, New York, David McKay Company, Inc.
- Krathwohl, D. R., Bloom, B.S., and Masia, B.B., (1964): "Taxonomy of Educational Objective" Book 1 I, Affective Domain, New York, David McKay Company, Inc.
- Krathwohl, D. R. (2002): "A Revision of Bloom's Taxonomy: An Overview" THEORY AND PRACTICE V 41(4).
- Sharma, R.A. (2004) : Mental Measurement And Evaluation, R. Lall Book Depot, Meerut, UPSrivastava, P.S. (2013): "Emotional Intelligence in Mathematical Education" ISBN : 978-81- 927828-2-9, SSAVS New Delhi / Bhagalpur.
- Srivastava, P.S. (2016): "Conceptual Input of Bloom's Taxonomy of Educational Objective regarding Bhagavad Gita 's Teachings" IJAR

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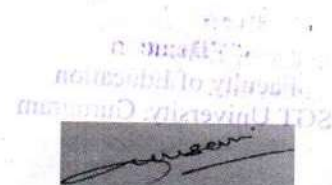
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B.Ed : PEDAGOGY OF ENGLISH**Max. Marks: 100****Credit: 4****L:4 T:0 P:0****(External: 60, Internal: 40)****Objectives**

The course will enable the student teachers to –

- Explain to understand nature and scope of language
- Develop to understand the functions and importance of English language critically explain various teaching methods
- To develop and use teaching aids in the classroom both print and audio-visual material, and
- ICT (internet and computer technology)
- To develop the skills for teaching of prose, poetry, composition and grammar
- To acquire language skills : listening speaking reading and writing

Course Outcomes:

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

- CO1 Develop a good understanding of the basic concepts in second language teaching.
 CO2 Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
 CO3 Critically review and use appropriately different approaches to and methods of teaching English as second language.
 CO4 Prepare lesson plans on different and prescribed aspects of English as second language.
 CO5 Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
 CO6 Use various techniques of testing English as second language and develop remedial conduct teaching

UNIT- I : Fundamentals of Language Teaching

- Language: Meaning, Nature and Scope
- Importance and Functions of language
- Linguistic Principles, and Aims and Objectives of Teaching English
- Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- Importance of teaching English at National and International Scenario.

UNIT- II : Learner Centred Approaches, Teaching Methods and Pedagogical Analysis

- Difference between 'Approach' and 'Method'
- Inductive and Deductive Approach; Whole Language Approach; Multilingual Approach to Language Teaching
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning
- Meaning, Importance and Steps of Pedagogical Analysis
- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Teaching Learning Materials and Aids (Audio, Visual and Audio-Visual Aids)
- Co-curricular activities in English classroom: Language games, quiz, debates, group discussions.
- Lesson planning (Micro and Macro)

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UNIT- III: Developing Language Skills

- Listening and Speaking — Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- Reading— Sub skills of reading; Importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc.
- Writing— Stages of writing; Process of writing; Formal and Informal writing Such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; Higher order skills. Role of Teacher in improving the Vocabulary of students

UNIT- 4. Evaluation

- Qualities of a good teacher of English.
- Text books: Characteristic of a good text book.
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type).

Praticum/Sessional

Any one of the following:

- i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- ii. Preparation of Instructional Material:
 - a. Preparing PPT's
 - b. Preparation of Charts and Models
- iii. Prepare a Remedial programme for a child having English Spelling errors.
- iv. Collect Indian folktales and folklores and translate in English.
- v. Organise a workshop on improving communication skills of students in a rural school.

Suggested Readings

- C.U.P. Chadha, S.C. (2004). Arts and Science of Teaching English (2nded.). Meerut : SuryaPublication .Freeman D.L. (2000). Techniques and Principles in Language Teaching ,Oxford: CUP.
- Kochar, Shasi, Rama ChandranJyothy (2001). Teaching of English. New Delhi.
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- Rai, Geeta (2009). Teaching of English, Meerut : VinayRakheja
- Sawhney, K.K. & Sharma, K.R. (2004). Teaching of English, Jammu : Educational Publishers.
- Sharma, Praveen (2008). Teaching of English Language, Delhi : Shipra Publications.
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- https://www.google.co.in/books/edition/Inclusive_Pedagogy_for_English_Language/kB03DwAAQBAJ?hl=en&gbpv=1&dq=pedagogy+of+english&printsec=frontcove

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Max. Marks: 100

Credit: 4

L:4 T:0 P:0

(External: 60, Internal: 40)

व्यवहारिक उद्देश्य:

- मातृभाषा हिन्दी की पकट महत्वपूर्ण क्षेत्र के विषय में व्याख्या कर सकेंगे।
- संस्थान में हिन्दी भाषा की स्थिति में ब्लूम द्वारा निर्धारित उद्देश्यों को व्याख्या कर सकेंगे।
- भाषा के आधारभूत कौशल का अभ्यास कर सकेंगे।
- पाठ्यचर्या के उपविषयों का शिक्षा-शास्त्रीय विश्लेषण के रूप में व्याख्या कर सकेंगे।
- हिन्दी पाठ योजना का निर्माण कर सकेंगे व संचारण एवं अक्षर विन्यास संबंधी त्रुटियों का निवारण कर सकेंगे।
- पाठ्यक्रम निर्माण पाठ्यपुस्तक की विशेषताओं का परिभाषित कर सकेंगे।
- हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- मूल्यांकन प्रक्रिया के विभिन्न घटकों का प्रतिपादन कर सकेंगे।

पाठ्यक्रम परिणाम

- भाषा सांघना में हिन्दी भाषा तत्वा का ज्ञान देना।
- श्रवण, वाचन, पठन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- हिन्दी भाषा शिक्षण पणालियों के उपयोग का ज्ञान देना।
- हिन्दी की विद्याओं एवं उनके व्यवहारिक शिक्षक की संस्थितियों का ज्ञान देना।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
- हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की स्थितियों व विद्याओं का ज्ञान देना।

इकाई 1 भाषा एवं हिन्दी शिक्षण

- भाषा रूप अर्थ, स्वरूप व प्रकृति -भाषा की आवश्यकता तथा महत्व
- मातृभाषा, अन्य भाषा, सापेक्ष भाषा तथा राजभाषा के रूप में अर्थ, स्वरूप, महत्व, उद्देश्य
- देवनागरी लिपि की विशेषताएं एवं सीमाएं
- हिन्दी ध्वनियों का वर्गीकरण, (अक्षर विन्यास एवं विराम-चिह्न)
- हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति)
- विद्यालयी पाठ्यक्रम में हिन्दी का स्थान एवं महत्व
- संस्थान में हिन्दी भाषा की स्थिति एवं वर्गीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।

काई 2 हिन्दी भाषा की विद्याएं एवं उनका शिक्षण

- शिक्षण कौशल (पस्तावना कौशल, प्रश्न कौशल, उदाहरण कौशल, व्याख्यान कौशल, उद्देश्य परिवर्तन कौशल)
- गद्य शिक्षण का अर्थ, उद्देश्य, महत्व, विधियाँ, साधन
- पद्य शिक्षण का अर्थ, उद्देश्य, महत्व, विधियाँ, साधन
- व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्व, विधियाँ, साधन
- रचना शिक्षण का अर्थ, उद्देश्य, महत्व, विधियाँ, साधन
- ब्लूम द्वारा निर्धारित उद्देश्यों का व्यवहारिक प्रयोग।
- इकाई योजना एवं पाठ योजना का अर्थ, महत्व, अन्तर एवं निर्माण
- हिन्दी शिक्षण के विभिन्न उद्देश्य
- इकाई- 3 शिक्षण सामग्री एवं पाठ्यसहायक क्रियाएं
- हिन्दी शिक्षण में सूचना तकनीकों की उपयोगिता एवं उसका यथवसर प्रयोग
- शैक्षिक उपकरणों का महत्व एवं उपयोगिता, उपकरणों के विविध रूप एवं उनका प्रसंगानुरूप प्रयोग
- पाठ्यक्रम सहायक गतिविधियों के प्रकार एवं भाषा शिक्षण अधिगम में उनके योगदान एवं गतिविधियों कायोजन
- 21वीं शताब्दी में हिन्दी की वर्तमान स्थिति, हिन्दी अध्यापक के गुण एवं कार्यहिन्दी शिक्षण में पाठ्यपुस्तक का महत्व, विशेषताएं एवं लेख

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B.Ed : PEDAGOGY OF ECONOMICS

Max. Marks: 100

Credit: 4

L:4 T:0 P:0

(External: 60, Internal: 40)

Objectives

The course will enable the student teachers to –

- Develop an understanding of meaning, scope, aims and objectives of Teaching of Economics
- Develop knowledge of different methods of teaching
- Develop knowledge of different devices, techniques and tools of evaluation
- Develop the skill of preparing lesson plan in subject
- Learn to demonstrate application of I.C.T. in Teaching of Economics
- Explain to Organize co-curricular activities in Teaching of Economics
- Explain to Conduct Action Research on problems faced in Economics classroom

Course Outcomes:

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

- CO1 Refresh the knowledge about the meaning, Importance, nature, scope and aims of Economics
- CO2 Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
- CO3 Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
- CO4 Establish correlation of Economics with other school-subjects
- CO5 Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
- CO6 Develop appropriate attitude towards the subjects and country's economic

Unit –1. Nature & Scope of Teaching of Economics

- Meaning, Nature and Scope of Economics as a school subject.
- Aims and Objectives of teaching Economics at School level
- Values of Teaching Economics in present scenario.
- Taxonomy and behavioural Objectives in Economics.
- Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.
- Understanding terminology of Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.

Unit- 2. Pedagogical Analysis and Lesson Planning

- Meaning and Importance of Pedagogical Analysis.
- Content: Poverty as Challenge facing India, Indian economy, Globalization, Inflation & Deflation, Employment.
- Pedagogical Analysis on the following topics: Identification of concept, listing behavioral outcomes, listing activities and experiments, Listing evaluation techniques.
- lesson planning and unit planning in Economics: Need & Importance, Basic Elements & its Preparation
- Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation.

Unit-3. Teaching Learning Resources and Process

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- Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.
- Meaning & Importance of Co-curricular activities. Economics Club, Field Visit – Meaning, Importance and Organization.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)

Unit-4. Approaches and Evaluation in Teaching

- Teaching Economics through Discussion method, Project method, Problem-solving, co-operative learning, Constructivism.
- Meaning, Importance and Types of Evaluation in Economics.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process. Construction of Achievement Test – Concept and Steps.

Tasks & Assignments

- Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.
- Content Analysis and preparation of instructional material related to any unit
- Prepare ten (10) slides related to economics teaching content at senior secondary level.
- Critical appraisal of economics text books at senior secondary level.
- Field Visits (Banks, Small-Scale Industries, Consumer Cells)

Suggested Readings:

- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tandon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: Vinod Pustak Mandir.
- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
- Kegan Paul, Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Meerut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.

Google Book link

- https://www.google.co.in/books/edition/PEDAGOGY_OF_ECONOMICS/6iLBDQAAQBAJ?hl=en&gbpv=1&dq=economics+pedagogy&printsec=frontcove
- https://www.google.co.in/books/edition/The_Pedagogy_of_Economic_Political_and_S/TuZ3DwAAQBAJ?hl=en&gbpv=1&dq=economics+pedagogy&printsec=frontcove
- https://www.google.co.in/books/edition/Principles_and_Pluralist_Approaches_in_T/Ds-gDwAAQBAJ?hl=en&gbpv=1&dq=economics+teaching+pedagogy&printsec=frontcove

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B.Ed.: PEDAGOGY OF MATHEMATICS**Max. Marks: 100****(External: 60, Internal: 40)****Credit: 4****L:4 T:0 P:0****Objectives****The course will enable the student teachers to –**

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

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

- CO1 Understand and appreciate the uses and significance of Mathematics in daily life.
 CO2 Learn various approaches of teaching Mathematics and to use them judiciously.
 CO3 Learn the methods of providing instruction for the classroom.
 CO4 Organise curricular activities.
 CO5 Appreciate activities to develop aesthetics of Mathematics
 CO6 Update their knowledge of content in mathematics

Unit-1: Nature & Scope of Teaching of Mathematics

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-2: Pedagogical Analysis & Lesson Planning

- Meaning and importance of Pedagogical Analysis
- Points followed for Pedagogical Analysis: Identification of concept, listing behavioural outcome, listing activity & experiments, listing evaluation techniques
- Contents for Pedagogical Analysis: Arithmetic (Fractions, Ratio and Proportion), Algebra (Polynomials, Linear equations, Quadratic equations), Geometry (Congruent and Similar triangles), Trigonometry (t-ratios, Heights and Distances), Menstruation (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-3 Teaching Learning Resources & Processes

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- .Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club &Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-4 . Approaches And Evaluation In Teaching of Mathematics

- Methods of teaching Mathematics
 - Lecture cum demonstration method: Analytic-Synthetic, Laboratory, Inductive-Deductive, Problem Solving, Project Method
- Techniques of teaching Mathematics
 - Oral work
 - Written work
 - Drill work,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Academic Tasks and Assignments

- Preparation of teaching aids on any topic in Mathematics and procedure for using it.
- Book review of any two books in Mathematics.
- Analysis of famous quotations in Mathematics
- Construction of an Achievement Test items
- Organization of a Co-Curricular Activity in the Classroom
- Identify one concept each from Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics and Geometry and show in detail how it can be used in day-to-day life.
- Identifying and Evaluating ICT resources suitable for teaching Mathematics.
- Use and setting up of a mathematics lab

Suggested Readings:

- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Butler, C.H. and Wren, K.H. (1980). Teaching of Secondary Mathematics. New York: McGraw-Hill Book Company.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R. Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.

Googlr book link

- https://www.google.co.in/books/edition/Teaching_and_Learning_Mathematics_Online/JLnjDwAAQBAJ?hl=en&gbpv=1&dq=teaching+of+mathematics&pr

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- https://www.google.co.in/books/edition/The_Effective_Teaching_of_Mathematics/B31_BAAAQBAJ?hl=en&gbpv=1&dq=teaching+of+mathematics&printsec=frontcove

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B.Ed.: PEDAGOGY OF BIOLOGICAL SCIENCE

Max. Marks: 100

Credit: 4

L: 4 T:0 P:0

(External: 60, Internal: 40)

Objectives

The course will enable the student teachers to –

- Facilitate inculcation of scientific attitude and temper among learners
- Appreciate that biological science is a dynamic and expanding body of knowledge
- Nurture curiosity of learners about her/his natural surroundings and relationships of everyday experience with concepts of biological sciences
- Develop insight about nature of biological sciences and for determining strategies of teaching-learning
- Explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities
- Effectively use different activities/experiments and laboratory experiments for teaching-learning of biological sciences
- Examine and prioritise different pedagogical issues in biological science
- Develop appropriate assessment tools for the evaluation of learning of different concepts of biological sciences

Course Outcomes:

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

- develop insight on the meaning and nature of Biological Sciences
- understand teaching strategies for transaction of content in Biology
- facilitate development of scientific attitudes in learners
- construct appropriate assessment tools for evaluating learning of biological science
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary
- understand the importance of Biology Laboratory in schools
- be aware of the avenues for professional development of Biology teacher

UNIT -1: Fundamentals of Biological Science

- Nature, History, Scope and Interdisciplinary linkage of Biological Sciences
- Facts and Principles of Biology & its applications & its applications in day-to-day life
- Scientific Method and Scientific Attitude: characteristics and advantages
- ❖ **Objectives and Taxonomy**
- General Aims and Objectives of Biological Sciences
- Bloom's Taxonomy of educational objectives
- Formulation of specific objective of Biological Science in behavioral terms

UNIT-2: Lesson Planning and Unit Planning

- Meaning of Lesson plan- meaning, steps, format, advantages and limitations
- Lesson planning based on 5E model
- Unit Plan-meaning, steps, format, advantages and limitations
- ❖ **Pedagogical Analysis**
- Meaning, Importance and Steps of Pedagogical Analysis

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- Pedagogical Analysis of the following topics: Photosynthesis, Human digestive system, Food Chain, Ecological Balance

UNIT – 3: Methods and Approaches of Teaching Biological Science

- Approaches of teaching Biological Science: inductive-deductive, structural-functional approach, inquiry, constructivist approach
 - Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation and Reinforcement
 - Teaching Strategies: Lecture-Demonstration, Brainstorming, Concept Mapping, Design Thinking, Activity Method, Project Method, Problem Solving, Collaborative Learning, Laboratory method, Experimental Learning, Team Teaching, Blended learning, Flipped classrooms, Group Discussion
 - Preparation of Instructional Material/ Teaching aids: Models, charts, flash cards, flannel board, Specimens, multimedia presentations
 - Biology Laboratory: Design, Organization & Management
 - Use of ICT tools and Online resources in Biological Science at various stages of school
 - Use of Science and Biology Experiment Kits in teaching-learning of Biology
- ❖ **Evaluation in Biological Science**
- Concept of measurement and evaluation
 - Types of Evaluation: Formative, Summative, Diagnostic
 - Preparation of Achievement Test in Biological Science, Attributes of a Good Achievement Test, Blue Print and Question Paper
 - Importance of continuous and comprehensive evaluation in Biological Science

UNIT -4: Professional Development of a Biological Science Teacher

- Need and Importance for Professional Development of Teachers
 - Membership of Professional Organizations in Professional Development of Teachers
 - Preparing the Teacher for Technology Integration: Planning with Integrating Technology for Inquiry (NTEQ) in Biology at Senior Secondary school level
- ❖ **Teacher as a Researcher: Need and Competencies**
- Participation in Seminars, Workshops, Conferences, Symposia
 - Field Visits to Institutions/ Organizations such as Schools, Museums, Parks, Research Organizations etc.

Tasks & Assignments

- Prepare a Model of any component of Ecosystem supplemented with poster
- Prepare a Model of any human system supplemented with poster
- Visit a nearby school and prepare a report on Biological Science Teaching
- Actual experience of a Biology laboratory of school and presentation of report
- Make a list of safety measures being taken in the laboratories.
- Prepare a report on great biologists and their contribution
- Prepare a report on emerging career in Biological Sciences

Suggested Readings:

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, New Delhi: Karanpaper Books.

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- Novak. J.D. (1970). The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Pandey, (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Vaidya, N. (1971). The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.
- Heller. R. (1967). New Trends in Biology Teaching, Paris: UNESCO.

Google book link

https://www.google.co.in/books/edition/TEACHING_OF_BIOLOGICAL_SCIENCES_Intended/5fEeJk7a4JwC?hl=en&gbpv=1&dq=teaching+of+biological+science&printsec=frontcove

https://www.google.co.in/books/edition/Pedagogy_of_Science/4P9RxQEACAAJ?hl=e

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B.Ed.: PEDAGOGY OF PHYSICAL SCIENCE**Max. Marks: 100****Credit: 4****L: 4 T: 0 P: 0****(External: 60, Internal: 40)**

- **Objectives**

The course will enable the student teachers to –

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching- learning
- Appreciate that science is a dynamic and expanding body of knowledge
- Facilitate development of scientific attitudes in learners
- Understand the process of science and role of laboratory in teaching- learning situation
- Integrate knowledge in physical science with the other school subject
- Use effectively different activities/ experiments / laboratory experiences for teaching- learning of physical science
- Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept
- Construct appropriate assessment tools for evaluating learning of physical science

Course Outcomes:

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

- Develop awareness about developments in the area of teaching and learning of Physical Sciences
- Develop competencies to teach at various levels in the Indian school settings
- Acquire skills related to planning the lessons and presenting them effectively
- Develop scientific thinking in themselves, students and communities
- Estimate the facilities required for the organization and maintenance of Science Laboratory
- Acquire a favorable scientific temper towards Science teaching
- Understand the need for professional development of a Physical Science Teacher
- Appreciate the contribution of eminent scientists to the society

Unit-1: Fundamentals of Physical Science

- Nature, History, Scope and Interdisciplinary linkage of Physical Science
- Facts and Principles of Physical Science & its applications in day-to-day life
- Scientific Method and Scientific Attitude: characteristics and advantages

- ❖ **Objectives and Taxonomy**

- General Aims and Objectives of Physical Science
- Bloom's Taxonomy of educational objectives
- Formulation of specific objective of Physical Science in behavioral terms

Unit-2: Lesson Planning and Unit Planning

- Meaning of Lesson plan- meaning, steps, format, advantages and limitations
- Lesson planning based on 5E model
- Unit Plan-meaning, steps, format, advantages and limitations

- ❖ **Pedagogical Analysis**

- Meaning, Importance and Steps of Pedagogical Analysis
- Pedagogical Analysis of any three of the following topics: Atomic Structure, Energy and its types, Environment and Pollution, Water as a Universal Solvent, Transmission of Heat, Magnetism, Friction

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Unit-3: Methods and Approaches of Teaching Physical Science

- Approaches of teaching Physical Science: inductive-deductive, structural-functional approach, inquiry, constructivist approach
 - Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation and Reinforcement
 - Teaching Strategies: Lecture-Demonstration, Brainstorming, Concept Mapping, Design Thinking, Activity Method, Project Method, Problem Solving, Collaborative Learning, Laboratory method, Experimental Learning, Team Teaching, Blended learning, Flipped classrooms, Group Discussion
 - Preparation of Instructional Material/ Teaching aids: Models, charts, flash cards, flannel board, Specimens, multimedia presentations
 - Physical Science Laboratory: Design, Organization & Management
 - Use of ICT tools and Online resources in Physical Science at various stages of school
 - Use of Science Experiment Kits in teaching-learning of Physical Science
- ❖ **Evaluation in Physical Science**
- Concept of measurement and evaluation
 - Types of Evaluation: Formative, Summative, Diagnostic
 - Preparation of Achievement Test in Physical Science, Attributes of a Good Achievement Test, Blue Print and Question Paper
 - Importance of continuous and comprehensive evaluation in Physical Science

Unit-4: Professional Development of a Biological Science Teacher

- Need and Importance for Professional Development of Teachers
 - Membership of Professional Organizations in Professional Development of Teachers
 - Preparing the Teacher for Technology Integration: Planning with Integrating Technology for Inquiry (NTEQ) in Physical Science at Senior Secondary school level
- ❖ **Teacher as a Researcher: Need and Competencies**
- Participation in Seminars, Workshops, Conferences, Symposia
 - Field Visits to Institutions/ Organizations such as Schools, Museums, Parks, Research Organizations etc.

Tasks & Assignments

- Preparation of Unit Plan and two lesson plans on any topic of Physical Science included in the Science text book of Secondary School.
- Write Book Review on any two books in Physical Science.
- Write Review on Science Exhibition, Science Trip, Science Fair, Science Fiction Movie and Scientific Environment of Class.
- Preparation of a unit/ achievement test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Preparation of a tool/ device based on any principle of Physical Science.
- Preparation of any two models.
- Information about five journals contributing in the field of Physics/ Chemistry.
- Study of community resources in physical science and prepare the report.
- Construction of any two improvised apparatus.

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Suggested Readings:

- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Science. New Delhi: Arya Book Depot.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M. (2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Science and Teachers. U.S: Create space Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika, R. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Soni, Anju (2000). Teaching of Science. Ludhiana: Tandon Publications.

Google book link

- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
- <https://www.learningclassesonline.com/2019/08/pedagogy-of-physical-science-in-hindi.html>

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B.Ed.: PEDAGOGY OF COMMERCE

Max. Marks: 100

Credit: 4

L:4 T:0 P:0

(External: 60, Internal: 40)

Objectives:

The Course will enable the learners to:

- Gain insight in the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- Understand lesson planning and evaluation aspects in teaching Commerce
- Understand the different types of curriculum, classroom management techniques and technology to teach Commerce
- Develop interest in knowing the recent developments in teaching methodology, and technological developments in Commerce
- To develop professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- Understand various tools and techniques of assessment of pupil's scholastic and non scholastic performance
- Identify and relate everyday experiences with teaching of Commerce
- Practice diagnostic and remedial teaching in Commerce

Course Outcomes

After completion of the course the student teacher will be able to:

- CO1 Develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
- CO2 Develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
- CO3 Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stage prescribed by RBSE / CBSE
- CO4 Know the qualities of text book of Financial Accountancy.
- CO5 Develop necessary skills to prepare and use various instructional/learning methods and Media Integration.
- CO6 Develop the ethics & Professional growth of a Financial Accounting teacher.

UNIT-1. Concept of Commerce and Instructional Objectives

- Meaning nature and scope of Accountancy and Business studies.
- Need and Importance of Commerce in school curriculum at higher secondary level
- Aims, Objectives and Values of teaching Commerce.
- Blooms Taxonomy of Objectives (statement of objectives in behavioral terms).
- Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, Psychology, Statistics.

UNIT-2. Pedagogical Analysis and lesson planning

- Pedagogical Analysis: Identification of concept, listing behavioural outcomes, Listing activities
- and experiments, Listing evaluation techniques.
- Content for Pedagogical Analysis: Final A/Cs, Sources of Business finance, Marketing Mix, Social Responsibility of Business, Consumer protection, E-commerce
- Skills in Teaching: Skill of Introducing, Skill of Explaining, Skill of Probing Questions, Skills of Illustrating with examples, Skill of Stimulus variation
- Development of lesson plan and unit planning: Utility, steps in lesson planning, qualities of a good lesson plan

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- Methods of teaching: Lecture cum Discussion Method, Project Method, E-Tutoring, Role playing

UNIT-3. Teaching learning resources and Processes

- Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement
- Analysis of prescribed text- book of commerce (XI & XII)
- Teaching learning resources: Meaning, Importance and use of Teaching learning resources Traditional Instructional Material: Charts, Graphs and Specimens
- Mass media: Television, Newspaper, Journals
- E- resources: Blog, World wide Web, Social Networking

UNIT-4: Evaluation in Commerce

- Meaning, Importance and Types of Evaluation in Commerce.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps
- Characteristics of a good test in Commerce
- Diagnostic and Remedial teaching

Tasks & Assignments

- Collection of business documents, newspapers, magazines, articles (cuttings), business forms etc.
- Identification of e-learning resources in Commerce.
- Explore how cartoons, currency, newspapers, magazines, documentaries etc. be used in teaching of Commerce.
- Conduct a survey and prepare a report on any issue in commerce.
- Survey of Share market and its impact
- Prepare a project proposal that can be submitted to companies regarding business transaction and training.
- Analysis of management of an educational institution.
- Visits to banks, insurance houses, warehouses, trade-centers, companies and other business houses and preparing report.

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation
- I.V. Trivedi. (2002). Commerce Education in the New Millennium. RBSA Publishers, Jaipur.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation

Google book link

- https://www.google.co.in/books/edition/Teaching_of_Commerce/jIYaD4JMp5cC?hl=en&gbpv=1&dq=pedagogy+of+commerce&printsec=frontcover
- https://www.google.co.in/books/edition/Teaching_Of_Commerce/09cjQAAACAAJ?hl=en

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Manish Dhillon

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B.Ed.: PEDAGOGY OF SOCIAL SCIENCE

Max. Marks: 100

Credit: 4

L:4 T:0 P:0

(External: 60, Internal: 40)

Objectives:

The Course will enable the learners to:

- Explain the importance of democratic inclusive classroom for Social Science
- Develop various concepts and technology of teaching of Social Science for promotion of National and International Peace and Understanding
- Discuss an overview and integrate the knowledge drawn from various Sources-History, Geography, Civics, Sociology and Economics
- Develop acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Science
- Discuss the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society
- Discuss the special qualities of a Social Science teacher and to acquire those qualities

Course Outcomes:

To enable the student teacher to –

CO1 Define and differentiate the concept of social studies and explain its relative position in the syllabus.

CO2 Understand the aims and objectives of teaching Social Science.

CO3 Prepare Unit plans and lesson plans for different classes.

CO5 Apply appropriate methods and techniques of teaching to particular topics at different levels.

CO6 Prepare; select and utilize different teaching aids.

UNIT- 1. Nature & Scope of Teaching of Social Science

- Meaning, Nature as a school subject
- Difference between Social Science and Social Studies
- Aims and Objectives of teaching Social Sciences at School level
Bloom's Taxonomy and Behavioural Objectives in Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography, Sociology.

UNIT- 2. Pedagogical Analysis and Lesson Planning

- Meaning, importance of Pedagogical Analysis
- Pedagogical Analysis on the following topics: Constitution of India, Size, Location and Physical Features of India, French Revolution, Population, Democracy in the Contemporary World, Disaster Management
- Skills of teaching Social Sciences: Skill of Introducing, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation
- Classroom Processes and Pedagogy: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Survey Method, Field Visits, Concept Mapping, Story Telling

UNIT- 3 Curriculum of Social Sciences

- Meaning, Importance and Principles of designing a good Curriculum of Social

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02

Sciences

- Critical Appraisal of the Existing Curriculum in Social Sciences and Text Book Approaches of Organizing Social Sciences Curriculum: Logical, Concentric, Spiral and Chronological.
- Textbook & Reference Books, Documentaries, News Papers, Maps, Community, and E-resources (Blog, World Wide Web, and Social Networking)
- Using the library for Secondary Sources and Reference Material, such as Dictionaries and Encyclopaedias
- Developing low cost teaching aids for Social Science

UNIT- 4. Evaluation in Social Sciences

- Meaning, Importance and Types
- Continuous and Comprehensive Evaluation: Meaning, Importance & Process
- Achievement Test: Concept and Steps of Construction
- New approaches to Assessment: Question bank, Open Book Examination, Grading, Credit System

Tasks & Assignments

- Understanding a slum in terms of its economics, subsistence, political and historical memories.
- Study the transport needs of a community by analysing different kinds of vehicles people own in relation with gender and socio-economic standards.
- Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- Trace any consumer product from its raw form and how various factors of Geography, Economics, Politics and History influenced it.
- Qualitative Analysis of school textbook of Social Sciences of HSEB/ CBSE/ NCERT
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, and Mahatma Jyoti Rao Phule.

Suggested Readings:

- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage Publication.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi: Sage Publications.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.
- Agarwal, J.C. (1996). Teaching of Social Studies, New Delhi: Vikas Publishing House Pvt. Ltd. Agarwal, J.C. (2000). Handbook of Pedagogy of Teaching of Social Studies. New Delhi: Doaba Book House.
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- Singh, Tirath (2013). Teaching of Social Studies, Jalandhar: SG Publications.

Google book link

- https://www.google.co.in/books/edition/PEDAGOGY_OF_SOCIAL_SCIENCES/TrRHDwAAQBAJ?hl=en&gbpv=1&dq=pedagogy+of+social+science&printsec=frontcover

- https://www.google.co.in/books/edition/The_Pedagogy_of_the_Social_Sciences_Curr/KprvDAAQBAJ?hl=en&gbpv=1&dq=pedagogy+of+social+science&printsec=frontcover
- https://www.google.co.in/books/edition/Rethinking_Social_Studies/kgkoDwAAQBAJ?hl=en&gbpv=1&dq=pedagogy+of+social+science

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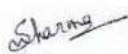
B.Ed.: School Engagement Programme (PRACTICUM)

Max. Marks: 50
(External: 20, Internal: 30)

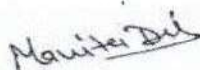
Credit: 2 L:0 T:0 P:4
Duration: 2 weeks

The School Exposure Programme shall be carried out during the second semester in local/nearby school or schools. A group of 10 to 12 student teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible. A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, teaching learning materials, functioning, human resources, organization of various activities, etc. and prepare a profile of the school to which they are engaged. The institute shall develop detailed guidelines for school observation; and orient the student teachers to the process of school observation as well as to the use of guidelines. After completion of the school engagement programme, student teachers shall be required to prepare a detailed report and share the same in a seminar/meeting at the Institute.


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SEMESTER III

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B.Ed.: School Internship Programme

Sixteen (16) weeks internship shall be carried out during the third semester. The 16 week school internship will be organized in three phases: (i) Pre Internship; (ii) Internship; (iii) and Post Internship. Here, the Pupil teachers are required to be placed suitably in the schools of their choice. The number of student teachers to be allotted to a particular school shall be 10-12. The institute may appoint a senior faculty as coordinator of the entire programme, who, inter alia, would identify and allot schools to student teachers, and maintain liaison with the schools.

- Nomination of mentor teachers: The internship coordinators of different states, while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess Pupil teachers performance, and provide on-site guidance and support during internship.
- Identification of supervisors: The faculty members of the institute, on the basis of their availability, would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teacher's performance, and provide on-site guidance and support during internship.

A) Pre Internship


Duration: 4 Weeks

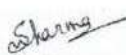
The pre internship will be of three week duration during which workshop for pupil teachers will be organized in the institute. The following activities shall be organized during pre internship phase in workshop:

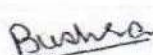
- Microteaching sessions: Demonstration lessons on microteaching by faculty and students
- Simulated teaching sessions: Demonstration of mega lessons by the experts/supervising teacher followed by discussion and presentation of lessons by students in opted pedagogy.
- Discussion on lesson planning, blueprint and unit tests/diagnostic tests, CCE etc.

➤ Records to be Submitted after Pre internship are:

1. Microteaching Lessons Records
2. Simulated Teaching Lesson Records


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B) Internship**Duration: 16 Weeks**

Every student teacher shall undergo an internship of 16 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc). Learning sessions on records to be maintained by Pupil teachers during internship is conducted. Pupil teachers shall perform the following during internship:

- Prepare lesson plans in two school subjects and deliver at least 40 lessons in each pedagogy (40+40=80 lessons)
- Integrate student assessment activities with teaching learning process
- Observation of peer teaching: 10 in school subject
- Achievement Test Report in any one Pedagogy
- Preparation of Learning Resources
- Preparation of Time Table
- Review of Text Book
- Organize and participate in morning assembly, literary and cultural activities, Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz , Games and sports, PTA/SMC meetings, Maintaining the respective records, Conducting guidance and counseling, Maintenance of school library and laboratory, Maintaining a reflective diary.

➤ **Records to be Submitted after Internship**

1. Lesson Plans and Final Discussion Lesson Plans
2. Achievement Test Report
3. Reflective Journal/Daily Diary
4. Peer Group Observation File
5. Text Book Review

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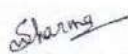
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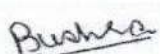
Semester IV


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B.Ed.: KNOWLEDGE AND CURRICULUM

Max. Marks: 100
(External: 60, Internal: 40)

Credit: 4 L:4 T:0 P:0

Objectives

The course will enable the student teachers to –

- 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'; 'knowledge' and 'reason'; 'knowledge' 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.
- Impart understanding 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.

Course Outcomes:

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

- CO 1 Understand the concept of knowledge and different ways of knowing
- CO 2 Elaborate the facets of knowledge
- CO 3 Develop understanding of the concept of curriculum
- CO 4 Analyze the approaches of curriculum development
- CO 5 Elucidate designs of curriculum
- CO 6 Appreciate the importance of curriculum change
- CO 7 Analyze text books and related educational material in the context of aims and objectives of education and learning outcome

Unit -1: Knowledge: Key Concepts

- Meaning of Knowledge and Knowing, Kinds of Knowledge and Sources of Knowledge
- Methods of acquiring Knowledge
- Distinction between Information and Knowledge, Belief and truth, Reasoning and Analysis
- ❖ **Different Ways of Knowing**
- Relative roles of the Knower and the Known in Knowledge transmission and construction
- Contribution of the Teachers in Assimilation and Dissemination of Information and Knowledge

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Unit -2: Different facets of Knowledge and Relationship

- Local and Universal
- Concrete and Abstract
- Theoretical and Practical
- Contextual and Textual
- School and Out of School
- ❖ **Culture and Knowledge**
 - Role of Culture in knowing
 - Emerging problems relating to Knowledge

Unit -3: Conceptual Framework of Curriculum

- Curriculum – Meaning, nature, need and its components
- Principles of curriculum construction
- Bases of curriculum
- ❖ **Differentiating the Concepts**
 - Curriculum framework, curriculum and syllabus; their significance in school education
 - Significance of Curriculum in School Education with reference to Curriculum Framework, Curriculum & Syllabus, Teaching & Instruction
- ❖ **Facets of Curriculum**
 - Core Curriculum: Significance in Indian Context
 - Hidden Curriculum – Meaning and Importance in various subjects

Unit-4: Curriculum Development (at School Level)

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.
- ✓ **Models for Curriculum Development: Administrative Model, Grass Root Model, System Analysis Model**
- Process of curriculum development
- ❖ **Curriculum Implementation and Renewal**
 - Teachers' role in generating dynamic curricular experiences through
 - flexible interpretation of curricular aims; and
 - contextualisation of learning;
 - varied learning experiences.
 - Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
 - Process of curriculum evaluation and revision
 - Need for a model of continual evaluation
 - Feedback from learners, teachers, community, and Administrators

Tasks & Assignments

Each student-teacher is required to submit two assignments selecting one from each group given below:

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Group I:

- Analyse the state curriculum of your state in the light of NCF 2005 and how various issues like gender, inclusiveness, ICT are integrated in the curriculum?
- Discussion on purpose of curriculum framework;
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan;
- Analysis of any one text book with regard to incorporation of gender issue
- How curriculum is evaluated and revised;

Group II: Critical appraisal on overview of salient features of the 'philosophy and practice' of education advocated by any two following thinkers and their presentation:

- Rabindranath Tagore: Liberationist pedagogy
- M.K. Gandhi: Basic education
- Sri Aurobindo: Integral education
- J. Krishnamurthi: Education for individual and social transformation.

Suggested Readings

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2014). Basics in Education, NCERT, Sri Aurobindo Marg, New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.

Google Book Link

- https://www.google.co.in/books/edition/KNOWLEDGE_AND_CURRICULUM/VhEeEAAAQBAJ?hl=en&gbpv=1&dq=knowledge+and+curriculum+book+pdf&printsec=frontcove
- https://www.google.co.in/books/edition/Knowledge_and_the_Future_of_the_Curricul/ciFHBQAAQBAJ?hl=en&gbpv=1&dq=knowledge+and+curriculum+book+pdf&printsec=frontcove
- https://www.google.co.in/books/edition/Knowledge_and_the_Curriculum_Internation/HSCNAgAAQBAJ?hl=en&gbpv=1&dq=knowledge+and+curriculum+book+in+hindi&printsec=frontcove

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B.Ed.: UNDERSTANDING DISCIPLINES AND SUBJECTS

Max. Marks: 50

Credit: 2

L:2 T:0 P:0

(External: 30, Internal: 20)

Objectives

The course will enable the student teachers to –

- Describe the characteristics and nature of discipline
- Discuss paradigm shift in the nature of disciplines
- Explain the nature of education as a discipline
- Examine issues related to education as interdisciplinary knowledge
- Understand the multiple perspective of pedagogy

Course Outcomes:

The Student teacher will be able to:

CO1 Understand chronological evolution of knowledge.

CO 2 Understand theory related to human needs change with time.

CO3 Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.

CO4 Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.

CO5 Understand methods of study and validation of knowledge in changing scenario

CO6 Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.

CO7 Examine govt. policies on teaching of subjects after independence and its impact

Unit -1. Emergence of Disciplinary Knowledge

- .Meaning, nature and types of discipline.
- Interdisciplinary Knowledge: Nature, Scope and Need
- Role of disciplinary knowledge in the school curriculum.
- Emergence of school subjects and disciplines from philosophical, social and political contexts;
- Understanding Subjects: Interdisciplinary, Multidisciplinary and Trans-disciplinary Approach

Unit-2. Disciplinary Knowledge: Related Issues

- Difference and relationship between curriculum & syllabus;
- A criterion for selection of textbooks, magazine & journals as source of knowledge.
- Role of different agencies and their functions in shaping the syllabus and text books at national & state level.
- Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language
- Emerging dimensions of School and Teacher Education.

Tasks and Assignments

- Critical readings of specific texts to develop conceptual clarity
- Critical analysis of a curriculum/ syllabus of particular school subject
- Evaluate a textbook of secondary class with reference to expected learning outcomes
- Observing, documenting and interpreting classroom discourse (Teaching-Learning Episodes)

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Suggested Reading:

- Bonrs, J. A. (2001). Cultural Diversity and Education. Foundations Curriculum and Teaching (4th Ed) Boston: Allyn and Bacon.
- Goodson, I.F., and Marsh, C.J. (2005). Studying School Subjects: A Guide. Routledge
- Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
- Krishna, A. (2009). What are Academic Disciplines? University of Suthampton, NCRM E Prints Respositiry *eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf*.

Google Book Link

- <https://www.learningclassesonline.com/2019/09/understanding-disciplines-and-subjects-in-hindi.html>
- https://www.academia.edu/43779980/UNDERSTANDING_DISCIPLINES_AND_SUBJECTS
- <https://www.senthilcollegeedu.com/Understanding%20Disciplines%20and%20Subjects.pdf>

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B.Ed: GENDER, SCHOOL AND SOCIETY**Max. Marks: 50****Credit: 2****L:2 T:0 P:0****(External: 30, Internal: 20)****Objectives****The course will enable the student teachers to –**

- Need to develop basic understanding with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- Understand some important landmarks in connection with gender and education in historical and contemporary period
- Explain to learn about gender issues in society and its intersection with class, caste, religion, region
- Discuss to be aware of legal implications related to gender issues

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

- CO1 Develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- CO2 Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- CO3 Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- CO4 Understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Unit – 1 Gender Studies: Concept & Theories

- Concept of gender, Patriarch, Masculinity and Feminism, Issues of masculinity and femininity .Theories on Gender and Education.
 - Symbolic Interaction Theory
 - Gender Schema Theory
 - Cognitive Development Theory
 - Conflict Theory
- Social construction of gender during late childhood and adolescence
- Gender Identities and socialization practices in Family, School and other formal and informal organization.

Unit – 2. Equity & Equality

- Concept of Equity and Equality: Psychological and sociological perspective
- Need and Importance of Gender Equality
- Gender Inequality in School: School curriculum, Text book, & classroom process.
- Initiatives of Govt. and Non-Govt. organization in dealing with gender inequalities with respect to society.

Tasks & Assignments: Any one of the following

- Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.

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- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.
- iii. Survey on Gender Equality-Status of women and girls in the family and community.
- iv. Preparing sensitization material and creating awareness on Gender issues with the help of students in a village.
- v. Poster making on Gender Equality and Empowerment.
- vi. Observation of practice of inequality between male and female students in a rural school and report writing.

Suggested readings:

- Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329
- Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing
- Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House
- Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME
- Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). *Women and Development planning* (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

Google book link

- <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&%20Society%20-%20English%20Version.pdf>
- <https://www.pupilstutor.com/2021/05/gender-school-and-society-pdf.html>
- [https://tmv.ac.in/ematerial/bed/mjf/SEM%204%20\(Gender,School%20and%20Society\).pdf](https://tmv.ac.in/ematerial/bed/mjf/SEM%204%20(Gender,School%20and%20Society).pdf)

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B.Ed : CREATING AN INCLUSIVE SCHOOL

Max. Marks: 50
(External: 30, Internal: 20)

Credit: 2

L:2 T:0 P:0

Objectives:

The Course will enable the learners to:

- To develop concept of exceptionality and inclusive education
- To be aware of legal and policy perspectives of inclusive education
- Develop positive attitude towards children with special needs
- Explain to use appropriate teaching strategies in the education of children with special needs

Course outcome: -

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

- CO1 Understand concept, meaning and significance of inclusive education
- CO2 Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- CO3 Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- CO4 Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- CO5 Identify and utilize existing resources for promoting inclusive practice
- CO6 Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.

Unit 1 . Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
 - Models of inclusion,
 - Barriers to learning and participation.
 - Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:
 - a) National Policy of Persons with Disabilities Act 2006,
 - b) Sarva Shiksha Abhiyan in terms of Inclusive Education.
- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Locomotor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

Unit-2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counselling in inclusive education.
- Teaching learning strategies in inclusive education: co-operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

Tasks & Assignments: Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.

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- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multilevel teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- viii. Study of forms of inequities in the society, education, health, civic participation, social justice and gender.
- ix. Case study of a Child with Disability in a village

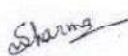
Suggested Readings

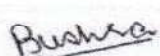
- Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge
- Dettmer, p., Dyck, N. and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn & Bacon
- Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc
- Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.
- Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. brookes.
- Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

Google Book Link

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- https://www.google.co.in/books/edition/Creating_an_Inclusive_School/LmGUwULs6c8C?hl=en&gbpv=1&dq=creating+an+inclusive+school+book+in+english+pdf&printsec=frontcove
- https://www.google.co.in/books/edition/Creating_Inclusive_Schools/LNB1uwEACAAJ?hl=e


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B.Ed.: Post Internship Programme


Max. Marks: 50
(External: 20, Internal: 30)

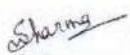
Credit: 2 L:0 T:0 P:4
Duration: 6 Weeks

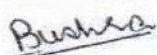
During the Post Internship Phase, the pupil teachers will prepare and present brief report on their internship experiences and prepare an action research report based on the immediate problems related to school environment and their solution. They will display their teaching aids in the exhibition. Viva-Voce on School Internship Programme by a board comprising of faculty members of the Institute.

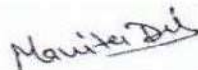
➤ **Records to be Submitted after Post Internship**

1. Action Research Report
2. Teaching Aids
3. Reflective Journal


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B.Ed.: UNDERSTANDING THE SELF (PRACTICUM)**Max. Marks: 50****Credit: 2****L:0 T: 0 P: 4****(External: 30, Internal: 20)****Objective:**

The course will enable the learners to:

- identify their own potential
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- comprehend conflict resolution and appreciate different points of view

General Orientation

- Concept of self and self-identity
- Exploring oneself: Self-identity; Potential of self; fear; aspiration
- Factors affecting self-identity: Social, Cultural, Gender, Religion & Language.
- Role of teacher as a facilitator in self exploration of pupil teacher.

Suggested Activities: -


- (i) Self-expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making)
- (ii) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
- (iii) Write a self-reflective accounts of significant experiences concerning gender, stereotypes and prejudices.
- (iv) Role play and Paired activity for empathetic listening.
- (v) Critically reflects on one's teaching-learning practices.
- (vi) Yoga sessions
- (vii) Conducting workshop on following issues:
 - a) Self Awareness
 - b) Self Identity
 - c) Sharing life turning incidents
 - d) Meditation workshop
 - e) Gender biasness
 - f) Stereotyping and prejudice
 - g) Role of media in dealing with above issues.
- (viii) Case study of Happiness, Pleasure and Non-violence in school/ classrooms.

Suggested Readings:

Brooksfeld, S.d.(1995). Becoming a critically reflective teacher. San Francisco. CA:John Wiley & Sons.

Duval. T.S., & Silvia, P.J(2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.

Phillips, A.g., & Silvia. P .J. (2002). Self- awareness, self evaluation and creativity.


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Sharm

Bushra

Navita Dil

[Signature]