

SHRI GURU RAM RAI UNIVERSITY DEHRADUN

[Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act
no. 03 of 2017 & recognized by UGC u/s (2f) of UGC Act 1956]

B.Ed.-2Year (Gen) Program Learning Outcome Based Curriculum Framework (LOCF)



**School of Education
Pathri Bagh, Dehradun, Uttarakhand
W.E.F. Session : 2025-26**

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Preparatory Note:

These Ordinances pertain to the two-year Bachelor of Education (B.Ed.) Programme of Shri Guru Ram Rai of School of Education of SGRR University, (the University) Dehradun. Keeping in view NCTE regulation -2014

Duration of the Programme: 2 Years

Ordinances for B.Ed.:

1.1 Eligibility and Admission:

- (i) Candidates with at least 50% marks either in the bachelor's degree and/or master's degree in sciences/social sciences/Humanities or with 55% marks in Bachelor's Degree in Engineering and Technology or any other qualification equivalent thereto, of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Bachelor of Education of this University. Relaxation in percentage of marks (5%) in admission shall be given to S.C./S.T./OBC category students as per NCTE/ State Government/ University norms.
- (ii) No candidate shall be admitted to the B.Ed. course of this college of the University unless he/she has appeared in the Entrance Test to be conducted by the University or academic merit as decided by the University.

1.2 Obligation of Admitted Candidates:

- Every admitted candidate shall be required to show competent knowledge in various theory papers and skills required to be detailed hereinafter.
- Every admitted candidate shall be required to undertake field work, assignments, school internships and other programs as given in the syllabus.
- So far attendance is concerned the rules of NCTE/University shall prevail.
- A candidate who desires to appear in examinations under these ordinances shall have to submit his/her application after completing all the said activities on a prescribed form within the last date. The candidate shall have to apply separately for both the years of the course.

1.3 The Mode of Examination:

- The mode of examination shall be an annual system of examination as per the decision of the University.
- Students shall be allowed to appear for the Back Paper/Improvement examination on two papers only or as per the SGRR University norms.
- A student can complete a B.Ed. course within four (04) years from the date of admission in the course.

SGRR UNIVERSITY, DEHRADUN
COURSE DISTRIBUTION (YEAR WISE) & SCHEME OF EXAMINATION
(w.e.f. 2025-26)

B.Ed.-I Year

Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Credits	Credit hours (per week)
		Total	External	Internal/Practicum				
BED101	Childhood and Growing Up	100	70	30	4	2:30hrs.	4	4
BED102	Contemporary India and Education	100	70	30	4	2:30hrs.	4	4
BED103	Learning and Teaching	100	70	30	4	2:30hrs.	4	4
BED104	Language across curriculum	100	70	30	4	2:30hrs.	4	4
BED105	Understanding, Disciplines and subjects.	100	70	30	4	2:30hrs.	4	4
BED106	Gender, School and Society	100	70	30	4	2:30hrs.	4	4
BED107- BED120	Pedagogy of a School Subjects- I	100	70	30	4	2:30hrs.	4	4
	Pedagogy of a School Subjects- II	100	70	30	4	2:30hrs.	4	4
BED129	Enhancing Professional Capacities (EPC)							
	(i) EPC-1 Reading and Reflecting on Text	50	0	50	4	—	2	2
BED130	(ii) EPC-2 Critical Understanding of ICT	50	0	50	4	—	2	2
BED133- BED146*	School Internship Program & Engagement with the Field (4 weeks)	100*	...	100*		—	4	4
	Total	1000	560	440			40	

*Course Code BED129 (EPC-1), BED130 (EPC-2) and BED133-146 (School Internship) shall be evaluated internally on the basis of activities indicated in the syllabus.

Important: -

EPC-1 and EPC-2 shall be evaluated internally based on activities indicated in the syllabus.

Note: -

- (a) Students can opt for only two school subjects. One each from any 2 groups.

Group –I Pedagogy:

- | | |
|------------------------------------|------------------------------|
| (i) Pedagogy of Biological Science | (ii) Pedagogy of English |
| (iii) Pedagogy of Hindi | (iv) Pedagogy of Mathematics |

Group- II Pedagogy:

- | | |
|--------------------------------|-----------------------------------|
| (i) Pedagogy of Social Science | (ii) Pedagogy of Physical Science |
|--------------------------------|-----------------------------------|

Group- III Pedagogy:

- | | |
|----------------------------|---------------------------------|
| (i) Pedagogy of Commerce | (ii) Pedagogy of Economics |
| (iii) Pedagogy of History | (iv) Pedagogy of Geography |
| (v) Pedagogy of Art | (vi) Pedagogy of Music |
| (vii) Pedagogy of Sanskrit | (viii) Pedagogy of Home Science |

B.Ed.- II Year

Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Credits	Credit hours (per week)
		Total	External	Internal/ Practicum				
BED121	Knowledge and Curriculum	100	70	30	8	2:30hrs.	4	4
BED122	Assessment for Learning	100	70	30	8	2:30hrs.	4	4
BED123	Creating an Inclusive School	100	70	30	8	2:30hrs.	4	4
BED124	Education for Sustainable Development	100	70	30	8	2:30hrs.	4	4
Optional Course (ANY ONE)								
BED125	(i) Environment Education	100	70	30	8	2:30hrs.	4	4
BED126	(ii) Peace Education	100	70	30	8	2:30hrs.	4	4
BED127	(iii) Health & Physical Education	100	70	30	8	2:30hrs.	4	4
BED128	(iv) Guidance and Counselling	100	70	30	8	2:30hrs.	4	4
Enhancing Professional Capacities (EPC)								
BED131	III.EPC-3 Drama & Art in Education	50	0	50	4	—	2	2
BED132	IV.EPC-4 Understanding the Self	50	0	50	4	—	2	2
BED133- BED146	School Internship Program & Engagement with the Field 20 Weeks (16 + 4 weeks)							
	Pedagogy-I	150	75	75	6	6
	Pedagogy-II	150	75	75	6	6

BED147	Community Engagement and Social Responsibility	50	0	50	4	–	2	2
BED148	Open Pedagogy and Open Educational Practices	50	0	50	4	–	2	2
	Total	1000	500	500			40	
	Grand Total	2000	1060	940			80	

Practical/Field Engagement:

- There shall be field work of 20 (16+4) weeks in two years.
- Out of these 20 weeks, 04 weeks shall be devoted to the observation of subjects and school engagements teaching in the school during 1st year.
- In 2nd year, first 12 weeks shall be devoted to teaching subjects' lessons with daily lesson plan.
- 45 lessons in each subject shall be taught at Upper Primary/ secondary levels.
- During next 02 weeks students shall carry out the school duties of the subject teacher concerned (S. No. 6) as per the school timetable.
- The last 02 weeks shall be devoted to post teaching activities (S. No. 8 and 9). Activities during this period shall be evaluated as follows:

S.NO	Activities	Marks		
		Int.	Ext.	Total
1.	Observation of school activities and preparation of report	20	NIL	20
2.	Observation of Teaching and preparation of report	20	NIL	20
3.	Evaluation of teaching skills (Through microteaching)	60	NIL	60
4.	Criticism Lesson	20	Nil	20
5.	Preparation of teaching aids/Improvisation of apparatus	15	Nil	15
6.	. Administration and analysis of results of achievement test	25	Nil	25
7.	Evaluation of records (lesson plan, notebook, teacher's diary, peer observation, etc.)	20	Nil	20
8.	School experience and plan of action for Improvement of some aspect of school	20	Nil	20
9.	Co-curricular activities (Organization / Participation: Science club, cultural club, skit, Declamation, Environment protection clubs, etc.)	50	Nil	50
10.	Final teaching	Nil	100	100
11.	VIVA-VOCE	Nil	50	50
Total		250	150	400

Candidates opting for any two school subjects under course 7 and 8, shall be evaluated for heading Practical /Field engagements.

Final teaching and viva voce shall be evaluated by a panel of examiners consisting of two external examiners and one internal examiner.

EPC-3 and EPC-4 would be evaluated internally based on activities indicated in the syllabus.

BED147 and BED148 shall be evaluated internally based on activities indicated in the syllabus.

PROGRAMME OUTCOMES (POs)

After successful completion of the program:

PO 1	Apply knowledge of teaching to the solution of complex problems.
PO2	Identify, formulate research problems and analyse complex Teaching learning problems reaching substantiated conclusions using models of teaching
PO3	Understand and apply learner centered approaches, methods and strategies of teaching-learning suitable for all the learners.
PO4	Understand and apply professional competencies like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education,
PO5	Integrate and apply ICT skills in facilitating teaching-learning process and administrative procedures.
PO6	Apply the contextual Knowledge by reasoning and information to assess societal awareness, legal and cultural issues, rights and duties, and the consequent responsibilities relevant to the professional practices.
PO7	Understand the impact of education in societal and environmental contexts and demonstrate knowledge of and need for sustainable development.
PO8	Apply ethical principle Sensitize themselves about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc. and commit to professional ethics and responsibilities.
PO9	Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The B.Ed.-2yr (Gen), a pre-service teacher education program at secondary level aims at:

PSO 1	To develop the skills of student teachers
PSO2	To plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge,
PSO3	To promote high standards of professional education in students so that they can use their potential to play a critical role in shaping the texture of society
PSO4	To understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum

Course 1 (BED101) CHILDHOOD AND GROWING UP**Course Code: BED101****Max. Marks:100****Time: 2:30 Hours****(Theory: 70, Internal: 30)****NOTE FOR PAPER SETTER**

- i. Paper setter will set the question paper in three sections.
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section are to be attempted by the student.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes

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

- 101.1** Explain the Meaning, Concept and Characteristics of Growth, maturation, and development at various stages.
- 101.2** Describe the problem of Childhood and adolescent age especially with respect to the Indian context.
- 101.3** Develop an understanding of different aspects of a child's Cognitive, Social, Emotional & Moral development.
- 101.4** Understand the developing Individual / Learner from different dimensions i.e. Intelligence, Creativity & Personality.
- 101.5** Acquaint with various Mental Processes of Learning i.e. Thinking, Memory & forgetting.
- 101.6** Get familiar with the role of Family, School, Community, Society & different cultural practices in the developmental process of Children.

Course Content

Unit – I

1. Dimensions of Development

- Growth & Development: - Concept, Principle, 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 on Child development.
- Personality: meaning, nature and assessment.

Unit – II

2. Theories of Child Development

- Theory of Cognitive Development by J. 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 reference to India Context.

Unit-III

3. 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.

Unit- IV

4. 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.

Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Practicum/ Sessional

Any one of the following:

- i. Case-study of an adolescent: Problems and Needs.
- ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
- iii. Survey report on impact of socio-economic status of a family on child.
- iv. Content Analysis of Media coverage on the following:
 - a. Child labor.
 - b. Gender bias.
 - c. About Disability.
- v. Play/drama on value orientation & character building and preparing a report.
- vi. Protecting the culture and indigenous practices: Compilation of local folk songs, folk tales, riddles and toys.

- vii. Observation of children during their playtime in a rural school and prepare a report .

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited,
- Allport, G.W. (1961). *Pattern and Growth in Personality*: New York.
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing
- Gore, M.S.(1984). *Education and Modernization in India*. Jaipur: Rawat Publishers.
- H.Havighurst, R. et al.(1995). *Society and Education*. Boston: Allyn and Bacon
- H.P.BWheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge
- Kamat, A.R.(1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Bhatia, K.K. (2008). *Basis of Educational Psychology*. Ludhiana: Kalyani Publishers.
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra:
- Woolfork, A (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

Course: 2(102) CONTEMPORARY INDIA AND EDUCATION**Course Code: BED102****Max. Marks:100****Time: 2:30 Hours****(Theory:70, Internal: 30)****NOTE FOR PAPER SETTER**

- i. Paper setter will set the question paper in three sections.
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 102.1** Understand the Equality of opportunities in Education, Fundamental rights, duties and Directive Principles of state policies and its impact on Education.
- 102.2** Explain the concept of Diversity, Concerns related to Socially disadvantaged segment of the society.
- 102.3** Understand and describe the objectives and recommendations of the Commissions and Policies before and after Independence related to secondary Education.
- 102.4** Understand Work Education and Experiential learning in context of Nai Talim.
- 102.5** Explain and understand the major features of New Education Policy 2020.
- 102.6** Develop and understanding of emerging issues related to Contemporary India and its impact on Education.

Course Contents

Unit – I

1. **Indian Constitution and Status of Education:**

- Equality of opportunities in education: Article 28, 29, 350 and 351 and their issues.
- Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A, 30 and 51A.
- Directive Principles of state policies

2. **Diversity in Society and Implications for Education:**

- Social diversities based on Castes, Languages, Religions and Regions.
- Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PWD'S and minorities.
- Right to Education Act 2009: right of children to free and compulsory education

Unit – II

3. **Educational Committees and Commission before independence with special reference to:**

- Macaulay's minutes: Its features and recommendations
- Adam's Report: features and its recommendations
- Woods Dispatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits; Concept & need of Nai Talim and philosophy of work education and experiential learning for rural reconstruction.

Unit – III

4. **Educational Committees and Commission after independence with special reference to:**

- Secondary Education Commission (1952-53): objectives and recommendations.
- Indian Education Commission (1964-66): objectives and recommendations.
- National policy on Education (1986): objectives and recommendations
- Revised National Policy 1992
- POA (1992): Major features.
- New Education Policy 2020.

Unit – IV

5. **Contemporary Issues in Indian Education**

- Universalization of school Education and DPEP, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits, and demerits.
- Sustainable development goals (UN) 2015.
- Concept and Importance of Road Safety, Road Safety rule and regulation, Traffic Sign Road Safety measures, legal mandates of Road Safety.

• **Practicum/Sessional**

• **Any one of the following:**

- i. Revisiting educational policies framed for the education of different sections of the

- society SC/ BC/Minorities/ Women.
- ii. Prepare a report on problems of secondary education.
 - iii. Review educational policies for vocational education.
 - iv. Review of Policies related to universalization of school education.
 - v. Case study of a school on Community Engagement, Conduct & Outcome of SMC meetings.
 - vi. Panel Discussion on Gandhi's idea on Education and its relevance in present day context.
 - vii. Survey on literacy levels and outside of school children in any locality.

Suggested Readings:

- Bhattacharya & Srinivas. (1977). *Society and Education*, Calcutta: Academic Publications.
- Deshpande, S. (2004). *Contemporary India: A sociological view*. New Delhi: penguin.
- Dubey, S.C. (2001). *Indian Society*, New Delhi: National Book trust.
- Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD.
- Ghanta, R. & Dash, B. N. (2005). *Foundations of Education*, Hyderabad: Neelkamal Publications.
- Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book latest edition.
- Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
- Ministry of Human Resource Development of India (1986). *National policy on education*. NCERT, 1964-1966). Educational and national Development: report of the education commission, New Delhi: NCERT.
- Rajput, J.S. (1994). *Universalization of Elementary Education*, New Delhi: Vikas Publishing House.
- Right to education Act, (2009). *Gazette*. Notification of central Government. Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
- Shankar Mukherji. (2007). *Contemporary issues in modern Indian education*, Authors Press.
- Stromquist, Nelly P. (2002). *Education in a Globalized world*. New York: Rowman & Little field publishers.
- Walia, J.S. (1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.
- Walia, J.S(2014). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.
- <http://www.gandhi-manibhawan.org/gandhicomslive/speech8.html>
- <http://www.mk Gandhi.org/speeches/speech Main.html>

Course: 3(103) LEARNING AND TEACHING**Course Code: BED103****Max. Marks:100****Time: 2:30 Hours****(Theory:70, Internal: 30)****NOTE FOR PAPER SETTER**

- i. Paper setter will set the question paper in three sections.
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 103.1** Understand the Concept of learning and learning strategies.
- 103.2** Identify the individual differences among the learners.
- 103.3** Explain paradigms of learning and also will be able to describe the educational implications of different theories of learning.
- 103.4** Understand the Concept of teaching and identify the variables in the teaching process and also will be able to describe the various phases & models of teaching.
- 103.5** Explain the applications of social constructivist approach in teaching and learning.
- 103.6** Understand and make effective uses of different Teaching Strategies.

Course Contents:**Unit-I****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-II

2. LEARNING PARADIGM

- Theories of Learning:
- 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 (Vygotsky): Concept, Nature and Educational implications.

Unit-III

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

Unit-IV

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: Brainstorming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

Practicum/ Sessional

Any one of the following

- i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. Seminar/ Presentation on learning theories.
- iii. Application of teaching strategies (Brainstorming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- iv. Case-study on Individual differences.
- v. 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.
- Dececco, J.P. (1988) *"The Psychology of Learning and Instruction"*, New Delhi: Prentice Hall.
- 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.
- Kulkarni, S.S. (1986). *"Introduction to Educational Technology"*, New Delhi: Oxford & IBH Publishing Company.
- Pandey, K.P.(1983). *"Dynamics of Teaching Behaviour"*, Ghaziabad: Amitash Parkashan.
- Pandey, K.P. (1980). *"A First Course in Instructional Technology"*, Delhi: Amitash Parkashan.
- Skinner, B.F.(1968). *"The Technology of teaching"*, New York: Appleton Century Crofts.
- 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.

Course: 4(104)
LANGUAGE ACROSS THE CURRICULUM
Course Code: BED104

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal:30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections.
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 104.1** Know the concept of language, Multilingualism, and language diversity with various functions of language.
- 104.2** Understand the relationship between language & learning and describe the elements of communicative approach and the LAC approach.
- 104.3** Integrate different language skills for effective classroom discourse to develop being a good language teacher.
- 104.4** Analyze the significance of language proficiency and knowledge acquisition by associating interplay of language and society.
- 104.5** Acquire knowledge about the Language Laboratory and its importance in developing language skills. Indicate nature of classroom discourse and develop strategies for using oral language in the classroom.
- 104.6** Integrate the content of Theories of language development and their implications in teaching. Associate interplay of language and society, Develop listening and speaking ability.

Course Contents

Unit I:

Introduction to language across the curriculum:

- (i) LAC Approach: Need & benefits of LAC approach

- (ii) Role of content subject teachers and English teachers

UNIT-II

UNDERSTANDING LANGUAGE:

- (i) Concept: Meaning & Nature of language
- (ii) Linguistic principles: Process of acquisition of language
- (iii) Language as a tool of communication
- (iv) Basic functions of communication.
- (v) Barriers to communication.
- (vi) Principles of teaching languages

UNIT-III

Language and Classroom:

- (i) First and Second Language: Meaning, Importance, Objectives and methods of acquiring it.
- (ii) Role of mother tongue: Its nature and importance and three language formula.
- (iii) Importance of language laboratories in schools.
- (iv) Qualities of a good language teacher.

Unit -IV: Language Development:

- (i) Importance of Teacher Language
- (ii) Criteria of good language teacher
- (iii) Vocabulary: Significance and methods Spelling: Objectives, Significance, and methods
- (iv) Speech: Basic Components, aims Pronunciation: Aims, Causes and methods
- (v) Speech defects: Lispering, slurring, stuttering, and stammering and role of teacher in their resolution.
- (vi) Psychological basis of language: Theories of language development and their implications in teaching.
- (vii) Three language Formula

Unit -V: Classroom as Language Laboratory:

LISTENING & SPEAKING SKILL

- (i) Concept and Importance
- (ii) Techniques and Material for developing Listening and speaking skills
oral conversational and compositional skills.

Reading & Writing skills

- (i) Concept, need & Importance.
- (ii) Techniques and Material for developing Reading and Writing, Reading Mechanics, Compositional writing.

Unit -VI: Classroom Discourse:

- (i) Classroom discourse: meaning, nature, Role of teacher in classroom discourse.
- (ii) Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- (iii) Defective form of questions.

Unit -VII: Language and Society:

- (i) Relationship between language and society: identity, power, and discrimination

- (ii) Types of speech communities: Meaning, Lingua-France, Diglossia, Bilingualism, Minority Languages, Language Split, Language Maintenance, Language preservation, Language death, Language revival.
- (iii) Multilingualism: differential status of Indian classroom language, dialects vs standard language.
- (iv) Creating sensitivity to language diversity in the classrooms.

Practicum/sessional

Anyone of the following:

- (i) Subject wise group discussion, preparation of report and presentation before the group.
- (ii) Prepare a Diagnostic test to identify reading and writing problems of the school students.
- (iii) Prepare a representative sample of advocacy on rural issues / problems.
- (iv) Letter writing, Notice, email messages representation on local issues and local challenges.
- (v) Identification of speech defects of primary level students and making a remedial strategy for its resolution
- (vi) Organization of activity-based game to motivate students for creative questioning.

Suggested Readings:

Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.

Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.

Government of India. (1986). *National Policy on Education*. GOI.

Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.

Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.

Mangal, U.(2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.

National Curriculum Framework (2005), New Delhi: NCERT.

Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications. Safaya,

Raghunath. *Methods of Teaching of Hindi*. Jalandhar :Punjab Book Depot.

Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.

Sullivan, M. (2008). *Lessons for Guided writing*. scholastic. National curriculum framework. (2005).

<http://www.usingenglish.com/handouts/>

**Course: 5(105) UNDERSTANDING
DISCIPLINES AND SUBJECTS****Course Code: BED105****Max. Marks :100
(Theory: 70,Internal:30)****Time: 2.30 Hour****NOTE FOR PAPER SETTER**

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 105.1 Describe the characteristics and nature of discipline.
- 105.2 Elaborate the concept of disciplinary knowledge and emergence of discipline, and subject.
- 105.3 Describe the Models of curriculum development.
- 105.4 Acquaint with good textbook, Journal, and magazine. Point out Multidisciplinary, Interdisciplinary knowledge of discipline
- 105.5 Analyze Role of different agencies and their functions in shaping the Syllabus. Synthesize new subject for Emerging curriculum areas.
- 105.6 Classify Paradigm shifts in disciplines.

Course**Content Unit-I****1. EMERGENCE OF DISCIPLINARY KNOWLEDGE**

- Meaning, nature, and types of discipline.
- Role of disciplinary knowledge in the school curriculum.
- Emergence of school subjects and disciplines from philosophical, social, and political contexts.
- Multidisciplinary, Interdisciplinary knowledge of discipline.

Unit-II

2. DISCIPLINARY KNOWLEDGE: RELATED ISSUES

- Difference and relationship between curriculum & syllabus.
- A criterion for selection of textbooks, magazines & journals as source of knowledge.
- Role of different agencies and their functions in shaping the syllabus and textbooks at national & state level.
- Meaning of knowledge and types of knowledge.
- Curriculum Planning and Development.
- Paradigm shifts in disciplines: Social Science, Mathematics, Science, Language

Unit III -Designing of curriculum.

- Concept of curriculum, meaning and definition of curriculum, Need and importance of curriculum.
- Objectives of curriculum, Types of curricula
- Philosophical and Psychological bases of curriculum
- Models of curriculum development

Unit IV - Designing of Textbook.

- NCF-2005 & NCFTE -2009
- Meaning of inclusion and exclusion of subject
- Emerging curriculum areas, Drug Abuse, Environment conservations and Protection,
- Human Rights Education, Population Education, Value Education.
- Qualities of good textbook, Journal and magazine

Practicum/ Sessional

any one of the

following:

- Construct/ syllabus of school subjects.
- Evaluate a textbook of secondary classes with reference to its adequacy and in achieving expected learning outcome.
- Review of textbooks in the light of connecting knowledge to life outside the school.
- Readings and group discussions on NCF-2005, NCFTE-2010, RTE-2009

Suggested Readings:

Bonrs, J.A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.

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 Southampton,NCRM E Prints

Respositiry *eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf*.

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author.Available from
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015from
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

NCERT(2006). Position paper national focus group on teaching of science. New delhi: Author.
From
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

Course: 6(106)
GENDER, SCHOOL, AND SOCIETY
Course Code: BED106

Max. Marks :100
(Theory: 70,Internal:30)

Time: 2:30 Hours

NOTE FOR PAPER SETTER

- vi. Paper setter will set the question paper in three sections .
- vii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- viii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- ix. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

After the transaction of the course, student teachers will be able:

- 106.1** To understand the basic concepts, issues, and theories and social construction of Gender.
- 106.2** know about policies, plans, and schemes of the government for addressing all forms of disparities and inequalities existing in society.
- 106.3** To Understand the representation of gender in various mass media.
- 106.4** To Discuss safety of girls and women at school, home, and workplace.
- 106.5** To evaluate gender roles in textbooks and curriculum.
- 106.6** To evaluate Inclusiveness of Gender in school.

Unit 1:

Gender Concepts, Terminology AND THEORIES

Concepts of gender, gender bias, gender stereotype and terms and relate them with their context in understanding the power relations to gender, sex, sexuality, patriarchy, masculinity.

Theories on Gender and Education.

- (i) Symbolic Interaction Theory
- (ii) Gender Schema Theory
- (iii) Conflict Theory

Unit

2: SOCIAL CONSTRUCTION OF GENDER

- Gendered roles in society - family, caste, Class, religion, culture,
- Gendered roles in media and popular culture (films, advertisements, songs etc.).
- Gender and Socialization.
- Concept of Equity and Equality
- Need for and Importance of Gender Equality

Unit 3

Historical backdrop:

- Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
- Women movement in India.
- Contemporary period: recommendations of policy initiatives, commission and committees, schemes, programmes, and plans.

Unit IV

Violence against women in society Gender Jurisprudences:

- Concept of Sexual Harassment and Abuse
- Understanding the importance of addressing sexual harassment in work places, family, neighborhood and other formal and informal institutions
- Sexual Harassment of women at workplaces (Prevention) Act, POCSO Act. Protection of from Sexual Offences (POCSO) Act, • Institutions redressing sexual harassment and abuse.
- Violence against women in society, Gender Jurisprudences.

Unit V

Gender Issues in Curriculum:

- Gender Inequality in School: School curriculum, Textbook, & classroom process. hidden curriculum (teacher attitudes, expectations, and peer culture)
- Construction of gender in curriculum framework since independence: An analysis • Empowerment of Women: Strategies and Issues
- Teacher as an agent of change and Life skills Trainer.

Unit-VI

Creating Gender Inclusive Classroom

- Developing positive self-concept and self-esteem among girls
- Teaching Learning Materials
- Classroom transaction
- Schooling of girls: inequalities & resistances.

Practicum/Sessional

Any one of the following

Practical based assignments 1. Analyze Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes. 2. Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region. 3. Debates and Discussions on Violation of Rights of Girls and Women in our society

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
- Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications
- Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: 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

Course-7 & 8 (107)
Group-I: Pedagogy
PEDAOGY OF ENGLISH
Course Code: BED107

Time: 2:30 Hours

Max. Marks :100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes

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

- 107.1** Familiarize with the concept, nature and scope of English language.
- 107.2** Comprehend aims and objectives.
- 107.3** Conduct pedagogical analysis of the content in English language and develop linguistic skills among their pupils.
- 107.4** Provide familiarization with Micro teaching skills for teaching/learning English.
- 107.5** Make effective use of instructional resources in pedagogy of English.
- 107.6** Become acquainted with different teaching learning resources of English.

Course

Content Unit-1

1. Nature, Scope, and Concept of Language

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India
- Aims and objectives of teaching English.
- Taxonomy and behavioral objectives in English.

Unit-II

2. Development of Linguistic Skills, Pedagogical analysis, and lesson planning

- Strategies for developing language skills: Listening and Speaking.
- Developing Reading skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills: Characteristics and Techniques for improvement.
- Meaning and importance of pedagogical analysis.
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioral outcomes (iii) Listing activities and experiments (iv) Listing evaluation techniques.
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.
- Skill of teaching English : Skill of introducing, Illustration with examples, Reinforcement, Questioning & Stimulus Variation.

Unit-III

3. Teaching Learning Resources & Processes

- Qualities of a good teacher of English.
- Textbooks: Characteristic of a good text book.
- Teaching grammar – Deductive and Inductive Approach.
- Co-curricular activities in English classroom: Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use: 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

Unit-IV

4. Development of Professional Efficiency & Evaluation Techniques

- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.
- 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).

Practicum/Sessional

Any one of the following:

- i. Preparation for 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.
 - i. Collect Indian folktales and folklores and translate in English.
 - ii. Organize a workshop on improving communication skills of students in a rural school.

Suggested Readings

- Bansal, R.K. and Harrison, J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.
- Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.
- Brumfit, C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: 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.
- Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.
- Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP
- Kochar, Shashi, Rama ChandranJyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delhi: Nav Publications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal, A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut: Vinay Rakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu: Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi: Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut: R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London: Edward Arnold ELBS Edition.

हिन्दी शिक्षण

Course Code: BED108

Time: 2:30 Hours

Max. Marks :100
(Theory: 70, Internal: 30)

प्रश्न पत्र निर्माता के लिए निर्देश:

- i. प्रश्न पत्र निर्माता पूरे पाठ्यक्रम में से प्रश्नों का निर्माण करेंगे। प्रश्न पत्र में तीन खण्ड होंगे।
- ii. प्रथम खण्ड -“क ”अनिवार्य होगा ,जिसमें अतिलघुउत्तरीय /बहुविकल्पीय प्रकार के कुल 10 प्रश्न होंगे। प्रत्येक अतिलघुउत्तरीय /बहुविकल्पीय प्रश्न 02 अंकों का होगा।
- iii. द्वितीय खण्ड -“ख ”में कुल 06 लघुउत्तरीय प्रकार के प्रश्न होंगे ,जिनमें से 04 प्रश्नों के उत्तर दिए जाने चाहिए। प्रत्येक लघुउत्तरीय प्रश्न 05 अंकों का होगा।
- iv. तृतीय खण्ड -“ग ”में कुल 04 दीर्घउत्तरीय प्रश्न होंगे ,जिनमें से किन्ही 02 प्रश्नों के उत्तर अपेक्षित होंगे। प्रत्येक दीर्घउत्तरीय प्रश्न 15 अंकों का होगा।

पाठ्यक्रम परिणाम:

पाठ्यक्रम पूर्ण करने के उपरान्त:

- 108.1 मातृभाषा हिन्दी की प्रकृति एवं महत्वपूर्ण क्षेत्र के विषय में व्याख्या कर सकेंगे।
- 108.2 संविधान में हिन्दी भाषा की स्थिति की व्याख्या कर सकेंगे।
- 108.3 भाषा के आधारभूत कौशलों का अभ्यास कर सकेंगे ।
- 108.4 हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- 108.5 हिन्दी विषय में पाठ योजनाओं का निर्माण कर सकेंगे तथा उच्चारण एवं अक्षर विन्यास सम्बन्धी त्रुटियों का निवारण कर सकेंगे।
- 108.6 पाठ्यक्रम निर्माण एवं पाठ्य पुस्तकों की विशेषताओं को परिभाषित कर सकेंगे एवं मूल्यांकन प्रक्रिया के विभिन्न घटकों का प्रतिपादन कर सकेंगे।

पाठ्यक्रम

इकाई-1

1. हिन्दी भाषा की भूमिका
 - मातृभाषा हिन्दी का सम्प्रत्यय ,प्रकृति एवं क्षेत्र।
 - संविधान में हिन्दी भाषा की स्थिति एवं वैशीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।
 - ब्लूम द्वारा निर्धारित उद्देश्यों का व्यवहारिक प्रयोग।

इकाई-2

2. भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषण।

(क) भाषाई कौशलों का सामान्य ज्ञान:

- श्रवण कौशल
- पठन कौशल
- भाषण कौशल
- लेखन कौशल

उपरोक्त कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग।

(ख) हिन्दी शिक्षण की विधियाँ एवं अभ्यास कार्य

- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण
- रचना शिक्षण

इकाई-3

- पाठ योजना का अर्थ ,महत्व ,रूपरेखा एवं निर्माण
- पाठ्यक्रम निर्माण एवं समीक्षा
- पाठ्य पुस्तक की विशेषताएं एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा।
- हिन्दी में उच्चारण शिक्षण ,अक्षर विन्यास -उच्चारण एवं अक्षर विन्यास सम्बंधित त्रुटियों के निराकरण एवं संशोधन में भाषाई प्रयोगशाला का महत्व।

इकाई-4

- मूल्यांकन का अर्थ ,महत्व एवं प्रकार
- शिक्षार्थी उन्नयन मूल्यांकन की विधियाँ
- प्रश्न पत्र का निर्माण

प्रयोगात्मक क्रियाएं:

निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करें-

- हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन।
- हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं :शब्द ,अन्ताक्षरी ,दोहा अन्ताक्षरी ,प्रहेलिका का आयोजन।
- उत्तराखण्ड शिक्षा परिषद् एवं केन्द्रीय माध्यमिक शिक्षा परिषद् के छात्रों में हिन्दी भाषा की स्थिति का तुलनात्मक विश्लेषण कीजिये।

सन्दर्भ ग्रन्थ सूची:

- मंगल ,उमा (2008), हिन्दी शिक्षण ,नई दिल्ली :आर्य बुक डिपो।
- कश्यप ,रेणु (2001), राजभाषा हिन्दी का स्वरूप विश्लेषण ,पटना :जिज्ञासा प्रकाशन।
- कुमार ,योगेश (2004), आधुनिक हिन्दी शिक्षण ,नई दिल्ली :ए०पी०एच० पब्लिशिंग कॉर्पोरेशन।
- पाण्डेय ,रामशकल (2004), नूतन हिन्दी शिक्षण ,आगरा :विनोद पुस्तक मन्दिर।
- पारीक ,ममता (2006) ,हिन्दी शिक्षण ,जयपुर :कल्पना पब्लिकेशन्स।
- भाटिया ,कैलाशचन्द्र एवं चतुर्वेदी ,मोतीलाल (2001), हिन्दी भाषा :विकास और स्वरूप ,नई दिल्ली : ग्रन्थ अकादमी।
- व्यास ,भगवतीलाल एवं वेदप्रकाश (2004), हिन्दी शिक्षण के नए आयाम ,आगरा :राधा प्रकाशन मन्दिर।
- सिंह ,निरंजन कुमार (2006), माध्यमिक विद्यालयों में हिन्दी शिक्षण ,जयपुर :राजस्थान हिन्दी ग्रन्थ अकादमी ,तिलक नगर।
- पाण्डेय ,आर०एस० (2014), हिन्दी शिक्षण ,आगरा : अग्रवाल पब्लिकेशन्स

Course-7 & 8 (109)
Group-I: Pedagogy
PEDAGOGY OF BIOLOGICAL SCIENCE
Course Code: BED109

Time: 2:30 Hours

Max. Marks :100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (Cos)

After completion of this course the students teacher will be able to :

- 109.1** Understand Nature & Scope of Biological Science
- 109.2** Understand objectives of Teaching biological Science
- 109.3** Perform pedagogical analysis of various topics of biological Science.
- 109.4** Develop a skill of lesson planning based on various approaches.
- 109.5** Understand the principles of curriculum construction and concept of continues and comprehensive evaluation.
- 109.6** Apply e-resources in teaching biological science. Adopt suitable approaches, methods, different resources to teach biological science.

COURSE CONTENTS

UNIT – I

1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE

- Meaning, Nature and Scope with reference to biological science and its branches.
- History of Biological science and contribution of Indian Biologist.
- Need for and Importance of Biological in secondary schools and its values in the present context.
- Correlation of Biological science with other school subjects.
- Aims and Objectives of Teaching Biological science.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in Behavioral terms.
- Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2 PEDAGOGICAL ANALYSIS & LESSON PLANNING

Content

- Tissues
- Diversity in living organism
- Diseases
- Natural Resources
- Improvement in Food
- Life Process
- Reproduction
- Heredity
- Control and Co-ordination
- Micro-organism
- Photosynthesis
- **Pedagogical Analysis:** Following points should be followed for pedagogical analysis on topics covered in the syllabus.
- Identification of concept
- Listing behavioral outcomes
- Listing activities and experiments
- Listing evaluation techniques.

Teaching Skills

- Skill of introducing the lesson
- Skill of illustration with the help of examples.
- Skill of explaining
- Skill of stimulus variation

- Skill of using black board
- Concept, Need for and Importance of unit planning and lesson planning.

UNIT – III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles, and steps of curriculum construction in biological science.
- Critical Analysis of Present secondary school textbook with reference to Uttarakhand State.
- Biological science Laboratory. Importance, Planning, Designing, equipping, maintenance of biological equipment and records.
- Visual Aids: - Chart, Model, Specimen.
- E-learning Resources: Use of Multimedia and Computers in biological science, e-learning, PPT, Internet, Website, Teleconferencing.
- Professional growth of biological science teacher in service programme, orientation programme, refresher courses, seminar, symposium, workshop, projects, science museum, science fair and science exhibition.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING

- Approaches of Teaching biological science.
 - Inductive – deductive approach
 - Critical inquiry approach
 - Maier's Problem solving approach.
- Methods of Teaching biological science.
 - Lecture cum demonstration method.
 - Project Method
 - Laboratory method
- Continuous and Comprehensive Evaluation (CCE) in biological science.
- Construction and use of achievement test in Biological Science.
- Construct and Use of diagnostic Test in Biological science, preparation of diagnostic chart, identification of difficulties and remedial teaching.
- Task Analysis, meaning and advantages.
- Question Bank, meaning and advantages.

Practicum/Sessional Any one of the following

- Prepare a working model on Biological secondary school standard topics.
- Collect and preserve any five biological specimens and write a report.
- Critically analyze secondary school state syllabus science textbook.
- Preparation of Biological science wall magazine in every month
- A case study of any senior secondary lab and prepare a report.
- Visit a farm to study and participate in organic farming operations.
- Waste audit and composting to learn the important aspects of resource conservation activity.
- Water audit and budgeting with water harvesting to learn the important aspects of conservation activity.

- A survey report on garbage disposal practices in a village.
- Seminar/presentation on any topic given in the syllabus.

Suggested Readings:

- Adams G.S., (1964). *Measurement and evaluation in education, psychology and guidance*, New York : Halt, Rinehart and Winston.
- Aggarwal, J.C. (2005). *Essentials of examination system*. New Delhi : Vikas Publishing house Pvt. Ltd.
- Allen, D.W, and Eve, A.W. (1968). *Microteaching in theory to practices* Vd. 70, pp. 181-185.
- Ameetha P (2004). *Methods of Teaching Biological Science*. New Delhi :Neelkamal Publications,
- Bloom, B.S. et. Al. (1956). *Taxonomy of Educational objectives : the cognitive domain*, NewYork: Lagan's Green.
- CBSE (2009). *Teacher's manual on CCE*. New Delhi : CBSE.
- Das, R.C. (1985). *Science teaching in schools*. New Delhi: Sterling Publication Private Ltd.
- Green T.N. (1971). *Teaching of Biology in tropical schools*, Oxford University Press London.
- Harrow, A.J.A. (1972); *Taxonomy of Motor Domain*, New York : McKay.
- Karmer, L.M.J. (1975). *Teaching of Life Science*, McMillan India Ltd. New Delhi.
- Kilpatrick, W.H. (1918); *the project method*, Columbia: Teachers College Record.
- Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational objectives, Handbook II, Affective Domain*, New York : David McKay.
- Mager, R.F. (1962); *Preparing Instructional objectives*, California : Fearon.
- Miller, David F. and Blaydes (1962); *Methods and materials for teaching Biological Science*, M.C. Grow Hill Book Co; New York.
- Sharma, R.C. (1995). *Modern Science & Teaching*, Dhanpat Rai and Sons, New Delhi.
- Sood J.K. (1987). *Teaching of Life Science*, Kholi Publisher, Chandigarh.
- Vishwanth, Pandeny & Kishore, Valicha (1984). *Science Technology and Development*, Mc Millan Indian Ltd. New Delhi.

Course-7 & 8 (110)
Group-I: Pedagogy
PEDAGOGY OF MATHEMATICS
Course Code: BED110

Time: 2:30 Hours

Max. Marks: 100

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter will set the question paper in three sections .
- ii) Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section are compulsory.
- iii) Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv) Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 110.1** Understand the meaning, nature& scope of mathematics and its relationship with other school subjects.
- 110.2** Comprehend the bloom taxonomy and write instructional objectives in behavioral terms.
- 110.3** Get acquainted with the procedures of skills, pedagogical analysis and lesson plan.
- 110.4** Prepare lesson plans by applying knowledge of planning.
- 110.5** Acquire skills of analyzing curriculum and textbooks in mathematics.
- 110.6** Enable students to organize Co-curricular activities and develop teaching learning material through the mathematics club.

COURSE CONTENT

Unit-I

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.
- Behavioral objectives: meaning and importance of behavioral objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- Meaning and importance of Pedagogical Analysis
- **Points followed for Pedagogical Analysis:**
 - a) Identification of concept
 - b) listing behavioral outcome
 - c) 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-III

1. TEACHING LEARNING RESOURCES AND PROCESSES

- 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-IV

2. 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.

Praticum/Sessional

Any one of the following

- i. Critical study of mathematics textbook of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.
- iii. Prepare for an achievement test of mathematics.
- iv. Prepare a diagnostic test of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics.

Suggested Readings:

Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.
Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society. Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon CFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.

ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.

Joyce., & well., (2004). *Models of teaching*. U.K: Prentice Hall of India.

Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.

Course-7 & 8 (111)**Group-I: Pedagogy****PEDAGOGY OF PHYSICAL SCIENCE****Course Code: BED111****Max. Marks :100****Time: 2:30 Hours****(Theory: 70, Internal: 30)****NOTE FOR PAPER SETTER**

Paper setter will set the question paper in three sections.

- i. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- ii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iii. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 111.1 Understand the Nature, Scope, Aims and objectives of Teaching Physical Science and its correlation with other school subjects.
- 111.2 Provide empirical knowledge about content analysis and pedagogical analysis.
- 111.3 Acquaint about effective teaching aids and teaching skills for well execution of teaching.
- 111.4 Visualize different innovative teaching learning resources and processes for professional growth.
- 111.5 Design and manage a physical science laboratory.
- 111.6 Become aware and Adapt suitable approaches, methods, and different resources to teach physical science

COURSE CONTENTS

UNIT – I

1 NATURE AND SCOPE OF PHYSICAL SCIENCE

- Meaning, Nature, and Scope with reference to Physical Science & its branches.
- History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry.
- Need & importance of Physical Science in secondary school & its values in the present context.
- Correlation of Physical science with other school subjects.
- Aim & objectives of Physical Science.
- Bloom's Taxonomy of instructional objectives.
- Physical Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2 PEDAGOGICAL ANALYSIS & LESSON PLANNING

- Content –
 - Matter in our Surroundings.
 - Atom & Molecules
 - Motion
 - Force & Law of Motion
 - Gravitation
 - Work and Energy
 - Sound
 - Acid Bases & Salt
 - Metal & Non-metal
 - Light
 - Electricity
- **Pedagogical Analysis** – Following points should be used for Pedagogical Analysis. The following points should be followed for pedagogical analysis on topics covered in the syllabus.
- a) Identification of concept b) Listing behavioural outcomes c) Listing activities and experiments, d) Listing evaluation techniques
- Concept, Need & Importance of Unit Planning & Lesson Planning
- Teaching Skills: -
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing

UNIT – III

3 TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles & Steps of Curriculum construction in Physical Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Uttarakhand State
 - Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment

& Records

- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4 APPROACHES AND EVALUATION IN TEACHING

- Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier's Problem Solving Approach.
- Methods of Teaching Physical Science
 - Lecture-cum-Demonstration.
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Physical Science
- Construction & Use of Achievement Test in Physical Science
- Construction & Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

Practicum/Sessional

Any one of the following

- iii. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Physical Science Test-books at the Lower Secondary Level in Uttarakhand State.
- iv. Improvisation of Apparatus/Equipment
- v. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings

Adams, G.S. (1964). *Measurement & Evaluation in Education, Psychology & Guidance*, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House Pvt. Ltd.

Allen, D.W. and Eve, A.W. (1968). *Micro Teaching in Theory to Practices*. Vol. 70, pp. 181- 185.

Bloom, B.S. et al. (1956). *Taxonomy of Educational Objectives: The*

Cognitive Domain. New York: Longum's Green.

CBSE (2009). *Teacher Manual on CCE*. New Delhi: CBSE.

Das, R.C. (1985). *Science Teaching in Schools*, New Delhi: Sterling

Publication Private Ltd. Harrow, A.J.A. (1972). *Taxonomy of Motor Domain*, New York: Mckay.

Kherwadkal, Anjali (2003). *Teaching of Chemistry by Modern Method*, New Delhi: Sarup & Sons.

Kilpatrick, W.H. (1987). *The Project Method*, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). *Taxonomy of Educational Objectives, Hand-book II, Affective Domain*, New York: David Mckay.

Mager, R.F. (1962). *Preparing Instructional Objectives*, California: Fearon.

Miller, David F. and Blaydes (1962). *Methods & Materials for Teaching Biological Science*, New York: McGraw Hill Book Co.

Sharma, R.C. (1995). *Modern Science & Teaching*, New Delhi: Dhanpat Rai &

Sons. Siddique and Siddique (1998). *Teaching of Science*, New Delhi: Doaba House.

Vishwanth, Pandey and Kisor Valicha (1984). *Science Technology & Development*, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). *Science Education in 21st Century*, New Delhi: Anmol Publishers.

Wadhwa, Shalni (2001). *Modern Methods of Teaching Physics*. New Delhi: Saroop &

Sons. <http://www.scienceworld.wolfram.com/physics.html>.

<http://www.nobel.se/physics/laureates.html>.

Course-7 & 8 (112)
Group-II: Pedagogy
PEDAGOGY OF SOCIAL SCIENCE
Course Code: BED112

Time: 2:30 Hours

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter will set the question paper in three sections.
- ii) Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section are compulsory.
- iii) Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv) Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

After completion of this course the student –teachers will be able to:

- 112.1** Elaborate the concept, nature, and scope of social science.
- 112.2** Establish correlation of social science within or with other school subjects and life situations. Develop an understating of methods and approaches of teaching social science.
- 112.3** Get acquainted with the procedures of skills and pedagogical analysis for social science teaching.
- 112.4** Prepare lesson plans by applying knowledge of planning.
- 112.5** Explain the essentials of curriculum and textbooks of social science.
- 112.6** Select and develop the support material required for designing learning experiences. Acquire competencies in preparing tools of evaluation social science learning.

COURSE CONTENTS

UNIT 1

1. Nature & Scope of Teaching of Social Science

- Meaning, Nature, and Scope of Social Sciences as a school subject.
- Aims and Objectives of teaching Social Sciences at School level.
- Values of Teaching Social Sciences
- Taxonomy and behavioral Objectives in Social Sciences.
- Relationship of Social Science with other subjects and within the subject.

UNIT-2

2. Pedagogical Analysis and lesson planning

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioral outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - Constitution of India
 - Physical features of India
 - Indian Freedom Movement
 - Population
 - Democracy in the contemporary world
 - Disaster Management
- Skills of teaching Social Sciences: Skill of Introducing, Skill of Explanation, Skill of Reinforcement, Skill of Questioning and Skill of Black-board Writing.
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation.

UNIT 3

3. Teaching learning resources and processes

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Approaches of organizing social sciences curriculum- logical, concentric, spiral, chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)
- Social Science Club- Meaning, Importance and Organization (Club activities, Exhibitions, Field Trips, Quiz Competitions)

UNIT 4

4. Approaches and Evaluation in Teaching

- Classroom Processes: Project method, Discussion method, Source method, Survey Method, and Story Telling Method.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Practicum/Sessional

Any one of the following:

- i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching social science.

- ii. Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it.
- iii. Conduct a quiz competition in the class on a day of national importance and prepare a report of the same.
- iv. Prepare an action plan for the social science club.
- v. Prepare a list of 10 books/Journals in social sciences with all bibliographic details for purchasing to the classroom library.
- vi. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age.
- vii. Prepare a sample of Different Types of Test items on different objectives or select a concept in Social Science prepare a diagnostic test
- viii. Prepare a sample of Content analysis, instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10th.

Suggested Readings

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach*, Second Revised Edition, Vikas Publishing House.

Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.

George, A. and Madan, A.(2009) *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi: Sage

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba

Publications. Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi :Doaba Publications.

Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications

Kochhar, S.K.(1998). *Teaching of Social Studies*, New Delhi: Sterling Publishers Pvt, Ltd New Delhi.

NCERT (2006). *Position Paper National Focus Group on Teaching of Social Sciences*, New Delhi: NCERT

NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

Course-7 & 8 (113)
Group-I: Pedagogy
PEDAGOGY OF COMMERCE
Course Code: BED113

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

Paper setter will set the question paper in three sections.

- v. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- vi. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- vii. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

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

- 113.1** Understand the nature of Commerce and its relationship with other disciplines.
- 113.2** Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- 113.3** Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching.
- 113.4** Acquire competencies in teaching skills.
- 113.5** Analyses the Curriculum and Textbook of Commerce.
- 113.6** Make effective utilization of Teaching Learning resources.

Course content

UNIT-I

1. Concept of Commerce and Instructional Objectives

- Meaning nature and scope of Accountancy and Business studies.
- Need for 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 behavioural terms).
- Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, Psychology, Statistics.

UNIT-II

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: Utility, steps in lesson planning, qualities of a good lesson plan

UNIT-III

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-IV

4. Approaches and Evaluation in teaching

- Methods of teaching:
 - Lecture cum Discussion Method
 - Project Method

- E-Tutoring
- Role playing
- Evaluation: Meaning, Importance , Types and Techniques.
- Preparation of Blue print and construction of Achievement Test

Practicum/ Sessionals

Any two of the following:

- i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report
- ii. Make a report on activities performed by a company regarding its social responsibility
- iii. Review at least two research articles on commerce
- iv. Make a report of E-Commerce operations of a company
- v. Field visit to any one (bank , factory , consumer forum).Prepare a report on functions performed

Suggested Readings

- Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management*. London: Routledge
- Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana
- Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce* (Hindi Version). Patiala: Twenty First Century Publications
- Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications
- Kaur, Ravdeep (2012). *Teaching of Commerce* Gurur Sar Sadhar: GBD Publications
- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- Monga Vinty (2009). *Teaching of Commerce Patiala*: Twenty first century publications
- Peter Davies, Jacek Brant (2006). *Business, Economics and enterprises*: Teaching School
- Subjects 11-19. London: Kogan Rage
- Rao Seema (2002). *Teaching of Commerce*, New Delhi: Anmol Publicatons Pvt. Ltd.
- Shankar T. (2007). *Methods of Teaching of Commerce*, New Delhi: Crecent VII

Course-7 & 8 (114)
Group-I: Pedagogy
PEDAGOGY OF ECONOMICS
Course Code: BED114

Time: 2:30 Hours

Max. Marks :100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

Paper setter will set the question paper in three sections.

- ix. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- x. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- xi. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

After completion of this course the student –teachers will be able to:

- 114.1** Understand the meaning nature and scope of teaching Economics and its relationship with other disciplines..
- 114.2** Comprehend the Bloom Taxonomy of objectives and write the instructional objectives in behavioral terms.
- 114.3** Prepare pedagogical analysis of the content and develop lesson plans for class room teaching.
- 114.4** Acquire competence in skills for the teaching of Economy.
- 114.5** Analyse the curriculum and textbook of teaching of Economics.
- 114.6** Develop teaching learning material and organize co-curricular activities through the Economics club..

COURSE CONTENT

Unit -I

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- II

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 :

Following points should be followed for pedagogical analysis on topics:

- a) Identification of concept
- b) Listing behavioral outcomes
- c) Listing activities and experiments.
- d) Listing evaluation techniques.

- lesson 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-III

3. TEACHING LEARNING RESOURCES AND PROCESS

- 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 – 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-IV

4. APPROACHES AND EVALUATION IN TEACHING

- Teaching Economics through Discussion method, Project method, Problem-solving, Dramatization, Survey and Field visit.
- Meaning, Importance and Types of Evaluation in Economics.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process. Construction of Achievement Test – Concept and Steps.

Practicum/Sessional

Any one of the following:

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

Course-7 & 8 (115)
Group-I: Pedagogy
PEDAGOGY OF HISTORY
Course Code: BED115

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

Paper setter will set the question paper in three sections.

- xii.** Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- xiii.** Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- xiv.** Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

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

- 115.1** Explain the concept, nature and scope of teaching history.
- 115.2** Understand the aims and objectives of History and establish correlation of History with other school subjects and life situations.
- 115.3** Perform Pedagogical analysis of various topics in History at Secondary level.
- 115.4** Get acquainted with the procedures of lesson plan.
- 115.5** Critically evaluate existing curriculum, syllabus and text-books.
- 115.6** Prepare, select and utilize different instructional materials.

COURSE CONTENT

UNIT – I

1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom's taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and circumstances.

UNIT – II

2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - a) Indus valley civilization b) Ashoka The Great c) Mughal dynasty
 - d) First war of independence (1857 A.D.) , e) Freedom movement and modern India
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.

UNIT – III

3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text- book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

UNIT – IV

4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum- story telling method, dramatization, project method, teaching through field trips and excursions.
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

Practicum/ Sessionals

Any one of the following

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events / life history of Mahatma Gandhi (Group-activity)

Suggested Readings:

Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi: NCERT.
Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.
Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi: Heera.
Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.

Course-7 & 8 (116)
Group-I: Pedagogy
PEDAGOGY OF GEOGRAPHY
Course Code: BED116

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

Paper setter will set the question paper in three sections.

- xv.** Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- xvi.** Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- xvii.** Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

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

- 116.1** Explain the concept, nature and scope of teaching Geography.
- 116.2** Understand the aims and objectives of teaching Geography
- 116.3** Perform Pedagogical analysis of various topics in Geography at Secondary level.
- 116.4** Get acquainted with the procedures of lesson plan.
- 116.5** Critically evaluate existing curriculum, syllabus and text-books.
- 116.6** Prepare, select and utilize different instructional materials.

COURSE CONTENT

Unit-I

1. NATURE AND SCOPE OF TEACHING GEOGRAPHY

- Meaning, nature & scope of Geography.
- Importance of teaching geography as school subject.
- Aims and objective of Teaching Geography at School Level.
- Bloom's taxonomy of objectives.

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - Latitudes & longitudes
 - Rotation & Revolution
 - Agents of denudation
 - Physical Division of India
 - Cash crops of India
- Development of lesson plan

Unit-III

3. DEVELOPMENT OF INSTRUCTIONAL MATERIAL

- Development and designing of curriculum
- Development of text books
- Development of self-instructional material
 - Self instructional modules
 - P.L. materials (Linear style) packages
- Development of instructional aids-Maps, atlas, Globes, Charts, Graphs, Models, Film Strips, Film Shades, Utilizaation of T.V., Video OHP, Computer
- Designing geography laboratory.

Unit-IV

4. APPROACHES & EVALUATION IN TEACHING

- Various methods used – Discovery Method, Discussion method, Problem Solving, Concept Mapping , Project, Laboratory, Story Telling, Concept Attainment Model, Inquiry Training Model.
- Meaning, Importance and Types of Evaluation in Geography
- New approaches to Assessment - Question bank, Open Book, Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Practicum/Sessionals

Any one of the

following:

- i. Make an Observation of a place of Geographical interest of your locality and prepare a report on it.
- ii. Conduct a quiz competition on Geographical questions in class.
- iii. Prepare a list of 10 books/Journals in Geography with all bibliographic details for purchasing in the library/prepare a Text Book Material for a Particular Topic.

- iv. Draw different types of maps of World, India and locality.
- v. Prepare a sample of different types of test items on different objectives/Select a concept in Geography prepare a diagnostic test.
- vi. Prepare a sample Content analysis/ Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th to 10th.

SUGGESTED READINGS:

- Arora, K.I (1976). The Teaching of Geography, Jalandhar: Prakash Brothers.
- David B. (1985). New Directions in Geography Education, London: Fehur Press
- David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books
- Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO
- Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford, University Press
- Mohd, Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO.
- Morrey, D.C. (1972). Basic Geography, London: Hien manns Education Book Ltd.
- Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House
- Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir
- Verma, O.P. (1984). Geography Teaching, New Delhi: Sterling Publication Ltd.
- Walford R. (1981). Signposts for Geography Teaching, London: Longman

**Course-7 & 8 (117) Group-I:
Pedagogy PEDAGOGY OF
ART****Course Code: BED117****Max. Marks :100****Time: 2:30 Hours****(Theory: 70, Internal: 30)****NOTE FOR PAPER SETTER**

Paper setter will set the question paper in three sections.

- xix.** Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.
- xx.** Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- xxi.** Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

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

- 117.1** Understand meaning the nature of Art and its relationship with other school subjects.
- 117.2** Understand aims, objectives & bloom's taxonomy of instructional objectives.
- 117.3** Analyse the content pedagogically
- 117.4** Develop the lesson plan and skills.
- 117.5** Analyse the elements, principles and curriculum of Art.
- 117.6** Acquaint with the various teaching learning resources and methods.

COURSE CONTENT**Unit-I**

NATURE & SCOPE OF TEACHING ART

Meaning, Nature and Scope of teaching Art.

Aims and Objectives of Teaching Art

Importance of Art in Education

Correlation of Art with other school Subjects.

Bloom's Taxonomy of Instructional objectives in Education

Unit-II

PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- **Content**
 - Composition
 - Poster
 - Design
 - Collage
 - Still Life
 - Landscape
- **Pedagogical Analysis: Following points should be followed for pedagogical analysis**
 - a) Identification of concept
 - b) Listing behavioral outcomes
 - c) Listing activities & experiments
 - d) Listing evaluation techniques
- **Teaching Skills**
 - Skill of Art Appreciation
 - Skill of Observation
 - Skill of Imagination
 - Skill of Visual Communication
 - Skill of handling the colours, brushes
 - Skill of Art development in Child at different stages.
- Concept, Need and Importance of Lesson Planning.

Unit-III

TEACHING LEARNING RESOURCES AND PROCESSES

- Elements and Principles of Art.
- Meaning, Principles and steps of curriculum construction in Art.
- Preparation of Teaching aids.
- Application of ICT in teaching Art
- Recreational activities in Art
- Professional qualities of a good teacher in Art
- Organizing Art Exhibition and decorating the classroom.

Unit-IV

APPROACHES AND EVALUATION IN TEACHING

- **Methods of teaching art**

- Lecture-cum-demonstration Method
- Excursion Method
- Project Method
- Observation Method

- **Evaluation**

- Meaning, Importance of evaluation
- Types of Evaluation
- Evaluation techniques
- Preparation of Blue print and construction of Achievement Test.

Practicum/Sessionals

Any one of the following:

- | | | |
|----------------|---|-------------------------------|
| 1. Composition | : | Human figures, Birds, animals |
| 2. Poster | : | Writing and Designing |
| 3. Still Life | : | Drawing & Painting |
| 4. Design | : | Alpna/ Rangoli |
| 5. Collage | | |
| 6. Landscape | | |

Suggested Readings

Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. NewDelhi: NBT.
Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.
Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,

**Course-7 & 8 (118) Group-I:
Pedagogy PEDAGOGY OF
MUSIC****Course Code: BED118****Max. Marks :100****Time: 2:30 Hours****(Theory: 70, Internal: 30)****NOTE FOR PAPER SETTER**

Paper setter will set the question paper in three sections.

xxiii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.

xxiv. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.

xxv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

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

- 118.1** Understand the history, importance and co -relation of Music with other school subjects.
- 118.2** Comprehend the knowledge of swaras and sruti and Bloom"s taxonomy of instructional objectives.
- 118.3** Prepare pedagogical analysis of the content and develop lesson plan for classroom teaching.
- 118.4** Acquire competence in skills for the teaching of Music.
- 118.5** Develop teaching aids to teach Music.
- 118.6** Familiarize the qualities of Music and Music teacher.

.COURSE CONTENT

Unit-I

NATURE & SCOPE OF MUSIC

- A brief history of Indian Music.
- Need and importance of Music in secondary schools.
- Aims & Objectives of teaching Music in schoolsCo-relation of Music with other school subjects.
- Knowledge of Swaras and Sruti
- Blooms taxonomy of Instructional objectives

Unit-II

2. PEDAGOGICAL ANALYSIS AND LESSON PLANNING

- **Content**
 - Swar
 - Saptak
 - Sruti
 - Rhythm
 - Taal
- **Pedagogical Analysis: Following points should be followed for pedagogical analysis:**
 - a) Identification of concept
 - b) Listing behavioral outcomes
 - c) Listing activities & experiments
 - d) Listing evaluation techniques
- **Teaching Skills**
 - Skill of Introducing the lesson
 - Skill of explaining
 - Skill of stimulus Variation
 - Skill of Questioning
- **Need & Importance of Lesson Plan in Music.**

Unit-III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Information about voice culture and Caryn's
- Possibilities of Notation for Indian Music.
- Motion and Rhythm in Music
- Importance of various Teaching Aids in Music.
- Qualities of Music Teachers: Gayak, Vadak and Vadykar.
- Importance of classical Music and suggestions for the popularization of classical Music.

Unit-IV

4. APPROACHES AND EVALUATION IN TEACHING

- **Methods of teaching Music**
 - Play way method
 - Heuristic method
 - Lecture-cum-Demonstration
 - Geet Method

- Project Method
- **Evaluation**
 - Meaning, importance and types of evaluation in Music
 - Types of Evaluation techniques in Music
 - Preparation of Blue print and construction of Achievement test.

Practicum/ Sessionals

Any Two of the following :

- Every Candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas: Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
- Every candidate should be able to sing or play a slow Khal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
-
- The following Tals are required to be practiced in. Tha"s and Dvigun Laya on Table: Teen Tal, Dadra, Juptal, Dharva, Ektal
-
- Tuning of the instrument for the instrument player and tuning of the Janpura for vocal music students.
- Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

SUGGESTED READINGS

Awasthis. *Teaching of Music(Hindi)*, Extension Services, Jalandhar: Govt. Training College
 Bhatnagar, S Teaching of Music
 Goswami, O. Indian Music
 Khande B. Short Historical
 Survey Khanna, J.: Teaching of
 Music
 Masan, P.L. Teaching of Music, (Hindi).
 Patwardhan, rag Vigvan
 Ranaday. Indian Music (Its Physical and Aesthetics)\
 Sambamoorthy, P. Teaching of Music

Course-6 & 7

Group-III: Pedagogy of Languages

(XVI)संस्कृत शिक्षण (119)

Course Code: BED119

समय: 2:30 घण्टे

कुल अंक: 100

आन्तरिक अंक : 30 वाह्य अंक: 70

प्रश्न पत्र निर्माता के लिए निर्देश:

- i. प्रश्न पत्र निर्माता पूरे पाठ्यक्रम में से प्रश्नों का निर्माण करेंगे। प्रश्न पत्र में तीन खण्ड होंगे।
- ii. प्रथम खण्ड -“क ”अनिवार्य होगा ,जिसमें अतिलघुउत्तरीय /बहुविकल्पीय प्रकार के कुल 10 प्रश्न होंगे। प्रत्येक अतिलघुउत्तरीय /बहुविकल्पीय प्रश्न 02 अंकों का होगा।
- iii. द्वितीय खण्ड -“ख ”में कुल 06 लघुउत्तरीय प्रकार के प्रश्न होंगे ,जिनमें से 04 प्रश्नों के उत्तर दिए जाने चाहिए। प्रत्येक लघुउत्तरीय प्रश्न 05 अंकों का होगा।
- iv. तृतीय खण्ड -“ग ”में कुल 04 दीर्घउत्तरीय प्रश्न होंगे ,जिनमें से किन्ही 02 प्रश्नों के उत्तर अपेक्षित होंगे। प्रत्येक दीर्घउत्तरीय प्रश्न 15 अंकों का होगा।

पाठ्यक्रम परिणाम%

- 119-1** माध्यमिक स्तर पर विद्यार्थी संस्कृत-शिक्षण उद्देश्यों व संस्कृत का अन्य भाषाओं के साथ अंतर्संबंध के बारे में परिचित हो सकेंगे।
- 119.2.** संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार करना और उसे प्रभावशाली ढंग से कौशल का प्रयोग कर सकेंगे।
- 119.3** भाषा के आधारभूत कौशल का अभ्यास कर सकेंगे।
- 119.4.** संस्कृत शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे एवं पाठ योजना तैयार कर सकेंगे।
- 119.5.** संस्कृत भाषा की पाठ्यसहगामी क्रियाओं (श्लोकोच्चारण, भाषण, अभिनयीकरण) तथा संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का प्रयोग कर सकेंगे।
- 119.6.** पाठ्यक्रम निर्माण, पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे एवं मूल्यांकन प्रक्रिया के विभिन्न घटकों का प्रतिपादन कर सकेंगे।

इकाई-1

- संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तर्संबंध।
- संस्कृत भाषा का अन्य भाषाओं से संबंध।
- आधुनिक पाठ्यक्रम में संस्कृत का स्थान।
- त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव।
- संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता।
- संस्कृत शिक्षण के लक्ष्य, उद्देश्य और इनका विभाजन।
- ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग।

इकाई-2

- चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास
- संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय
- पाठशाला (सूत्र) विधि
- भण्डारकर (व्याकरण अनुवाद) विधि
- पाठ्यपुस्तक विधि
- प्रत्यक्ष एवं मौखिक विधि
- सूक्ष्म एवं विस्तृत पाठ योजना
- संस्कृत भाषा की विभिन्न विधाओं के शिक्षण के उद्देश्य एवं महत्व।

इकाई-3

- संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास
- संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण
- संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार
- संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार
- संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा,

इकाई-4

- संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधन प्रक्रिया
- संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण

प्रायोगिक कार्य:-

- छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वस्तुनिष्ठ लघूत्तरात्मक तथा निबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे।
- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे।
- एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पावर प्वाइंट के प्रयोग द्वारा तैयार करेंगे।
- कक्षा के सम व विषम अनुक्रमांक वाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।

सन्दर्भ ग्रंथ सूची:

आप्टे, डी.जी. एवम् डोगरे (1980). *टीचिंग ऑफ संस्कृत इन सैकेंडरी स्कूल*, बडौदा: आचार्य बुक डिपो।

गवर्नमैन्ट ऑफ इण्डिया, *रिपोर्ट ऑफ संस्कृत कमीशन*।

पाण्डे, आर.एस. (2000). *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर।

पाण्डेय, रामशक्ल, *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर।

मित्तल, सन्तोष, *संस्कृत शिक्षण*, मेरठ: आर लाल बुक डिपो

बोकिल एवम् पारसनिक, *ए न्यू एप्रोच टू संस्कृत*, पूना: लोक संग्रह प्रेस।

सफाया, रघुनाथ, *संस्कृत-शिक्षण*, चण्डीगढ़: हरियाणा साहित्य अकादमी

सिंह, एस.डी. एवम् शर्मा (1999). *संस्कृत शिक्षण*, आगरा: राधा प्रकाशन मंडी।

शास्त्री एवम् शास्त्री, *संस्कृत शिक्षण*, जयपुर: राजस्थान प्रकाशन।

Course-7 & 8 (120)
Group-I: Pedagogy
PEDAGOGY OF HOME-SCIENCE
Course Code: BED120

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

Paper setter will set the question paper in three sections.

xxvi. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions to be attempted by the student.

xxvii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.

xxviii. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes(COs)

After completion of this course the students teacher will be able to :

- 120.1** Understand Nature & Scope of Home Science and objectives of Teaching Home Science.
- 120.2** Understand bloom's taxonomy of educational objectives.
- 120.3** Develop skills of lesson planning based on various approaches.
- 120.4** Perform pedagogical analysis of various concepts of Home Science.
- 120.5** Understand the principles of curriculum construction.
- 120.6** Apply e resourcing in teaching Home Science and appreciate the importance of planning and organizing extension activities.

COURSE CONTENT

UNIT – I

1 CONCEPT, OBJECTIVES AND IMPORTANCE

- Meaning, Nature and Scope of Home Science
- Need and Importance of Home science in secondary schools in the present context
- Correlation of Home Science with other school subjects
- Aims and objectives of teaching Home Science
- Blooms Taxonomy of educational objectives
- Formulation of specific objectives in Behavioural terms.

UNIT – II

2 CONTENT, PEDAGOGICAL ANALYSIS AND TEACHING SKILLS

- **Content**

- Food, Nutrition and Health
- Child Care
- Fiber and Fabric
- Home Management
- Health and sanitation

- **Pedagogical Analysis :**

Following points should be followed for pedagogical analysis on topics

- a) Identification of concept
- b) Listing behavioural outcomes
- c) Listing activities and experiments.
- d) Listing evaluation techniques.

- **Teaching Skills**

- Skill of introducing the lesson
- Skill of illustrate with the help of examples.
- Skill of explaining
- Skill of stimulus variation
- Skill of using black board

- **Concept, Need and Importance of unit planning and lesson planning.**

UNIT – III

3 TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Home Sciences.
- Development and Characteristics of a good Textbooks. Critical analysis of current Home Science Text Books in secondary schools of Uttarakhand State.
- Planning of space and equipment of Home Science Laboratory
- Classification and importance of Teaching Aids, (Visual Aids :- Chart, Model, Specimen).
- E-learning Resources: Use of Multimedia and Computers in Home Science, e-learning, PPT, Internet.

- Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher

UNIT – IV

4 APPROACHES , METHODS AND EVALUATION IN TEACHING

- **Methods of Teaching:**

Lecture-cum- Demonstration; Project Method; Discussion Method; Practical and Individual Method

- **Activity Based Learning:**

Learning by doing : Experimentation; observation ; games, quiz; puzzles; Field visits and excursions

- **Approaches of Teaching Home Science :** Inductive – deductive approach ;Maier’s Problem solving approach
- Continuous and Comprehensive Evaluation (CCE) in Home Science.
- Construction and use of achievement test and diagnostic test in Home Science.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

PRACTICUM/SESSIONALS:

Any one of the following:

- A course of ten practical by the Pupil-teacher in the following:
 - Cooking
 - Stitching/Embroidery/knitting
 - Home Management
- Preparation of online test.
- Preparation of objective type test, short answer type test, essay type test
- Organize a quiz competition in Home Science and analyze the response of students
- Plan a field visit of Home Science students for studying and reporting the health habits and health concerns of school students of village.
- Prepare one remedial Teaching Programme for a Home Science student
- Writing of project report in extension education.
- Organise a handicrafts fair in a village.

SUGGESTED READING

Chandra, Shah & Joshi. *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Dass & Ray. *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Devdass, R. P. *Method of Teaching of Home Science*, New Delhi: NCERT.

Devdass, R. P. *Teaching of Home Science in Secondary School*. A handbook of Suggestion for Teachers, New Delhi: NCERT

Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons
CBSE (2009); *Teacher’s manual on CCE*. New Delhi : CBSE

Course 9 (121)
KNOWLEDGE AND CURRICULUM
Course Code- BED121

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 121.1** Understand the concept, sources, types and terms such as : Information, reasoning belief, truth and analysis.
- 121.2** Analyze the thoughts of Great Educational thinkers.
- 121.3** Understand the Basic Concept of Society.
- 121.4** Describe the role of Economic, Cultural and Historical dimension of Education.
- 121.5** Understand the concept and dimension and curriculum at different levels.
- 121.6** Describe the determinants and basic consideration of curriculum development.

Course

Contents Unit-I

- i) Knowledge Basis of Education**

- Concept, sources, types & Facets of Knowledge
- Distinction between information & knowledge, belief & truth and reasoning & analysis.
- In School and out of school
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education: with reference to Rousseau, Dewey, Tagore, Gandhi.

Unit-II

ii) Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy.
- The role of culture, economy, and historical forces in shaping the aims of education.
- Individual opportunity, social justice, and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy

Values in the emerging social context

Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education

Unit-III

iii) Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Cultural and Economic.
- Basic considerations in Curriculum Development.

Unit-IV

iv) Curriculum and Textbooks Evaluation:

- Understanding the relationship between curriculum, syllabus, and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010.

Practicum/ Sessional

Any two of the following:

- i. Socio-economic educational survey of nearby village/ urban settings.
- ii. Role of education in empowering the weaker sections of society.

- iii. To analyze and prepare a report on the present curriculum of Uttarakhand School Education Board/ CBSE in the light of various determinants of curriculum development.
- iv. Filed survey on impact of present system of education on:
 - a) Socialization of child
 - b) Modernization with reference to industrialization and individual autonomy.
- v. Preparation of list of social issues in the nearby area of the school and its representation in school curriculum
- vi. Organization of debate related to different issues of curriculum.

Suggested Readings

- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
- Cole Luella (1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press,
- Dewey, J.(1997.)"My Pedagogic Creed", in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
- Dewey, J (1997) *Experience and Education*, Touchstone, New York
- Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
- Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
- Kumar K. (1996). *Learning From Conflict*, New Delhi: Orient Longman.
- Lakshmi, T.K.S. & Yadav M.S.(1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
- Margaret, K.T.(1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.
- Peters, R.S.(1967) *The Concept of Education*, UK: Routledge.
- Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.
- Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication

Course -10 (122)
ASSESSMENT FOR LEARNING
Course Code-BED122

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section are compulsory.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 122.1** Understand the nature of assessment and evaluation purposes and objectives of assessment and also will be able to understand the importance of current evaluation practices.
- 122.2** Get acquainted with Bloom's taxonomy objectives and table of specifications.
- 122.3** Understand achievement tests, diagnostic tests and kinds of task and their importance in assessment.
- 122.4** Understand assessment process tools and construction of process-oriented tools.
- 122.5** Acquire the knowledge of group dynamics and portfolio assessment.
- 122.6** Understand analysis, manage, and implement assessment data and also will be able to understand the role of feedback to stakeholders and reporting students' performance.

Course Contents

Unit I

1. INTRODUCTION TO ASSESSMENT & EVALUATION

- Concept of Assessment & Evaluation and their inter relationships.

- Purposes and objectives of assessment for placement, providing feedback, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation.
 - b) prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test.
 - d) Quantitative and Qualitative

Unit II

2. ASSESSMENT OF LEARNING

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement test- steps, procedure and uses.
- Construction of diagnostic test – Steps, uses & limitation.
- Kinds of task: projects, assignments, performances

Unit III

3. ASSESSMENT PROCESS & TOOLS

- The need for CCE its importance and problems faced by teachers.
- Meaning & Construction of process-oriented tools – observation schedule; checklist; rating scale; anecdotal record.
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV

4. CONSTRUCTION INTERPRETATION AND REPORTING OF STUDENT'S PERFORMANCE

- Interpreting student's performance:
 - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - b) Graphical representation (Histogram, Frequency Curves)
 - c) NPC – percentile.
 - d) Grading – Meaning, types, and its uses.
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Practicum/ Sessional

Any one of the following:

- Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- construction of any one of the process-oriented tools and administering it to group of students & interpreting it.
- Analysis of question papers (teacher made)
- Writing self-appraisal/ create portfolio.
- Planning and organizing student portfolio.
- Writing a report on the evaluation and learner practice of school education.
- Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.
- Activities and Assessment criteria for Work education and Experiential learning, Community service.

Suggested Readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
- NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.

Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).

Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).

Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication.

Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

**Course 11(123) CREATING AN
INCLUSIVE SCHOOL
Course Code-BED123**

Time: 2:30 Hours

**Max. Marks :100
(Theory: 70, Internal: 30)**

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

After the transaction of the course, student teachers will be able:

- 123.1** Recall the concept and importance about inclusive education
- 123.2** Classify the concept of disability and barriers to learning.in inclusive education.
- 123.3** Understand the recommendations policy and programme of various commissions and committees towards teacher preparation for inclusive education.
- 123.4** Review appropriate teaching learning strategies and guidance and counselling strategies for inclusive practices.
- 123.5** Identify and utilize resources for promoting inclusive practice.
- 123.6** Evaluate teaching learning strategies in the classroom.

Course Contents

UNIT-I-

UNIT-I-

- Inclusive education – – Concept, definition, Need and Its Philosophy, cultures, policies and practices. Theories of Inclusive Education.
- Concept of – special education, integrated education and Inclusive education & and difference between special education, integrated education and Inclusive education
- Advantages of inclusive education for all children in the context of Right to Education

UNIT-II-

- Inclusion Importance and its provision in The National Policy on Education.
- Disability – definition, identification of the barriers to learning and participation, and role of family, school and community to deal with disabled children.

policy of good practice. UN Convention on the Rights of the Child, and United Nations Convention on the Rights of Persons with Disabilities, 2006.

- Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

UNIT-III-

- Inclusive Curriculum- Meaning & Characteristics
- Inclusive practices in classrooms for all – techniques and methods used for adaptation of content, laboratory skills and play material in Inclusive Classrooms, lesson planning and TLM. Continuous and comprehensive evaluation in Inclusive Education.
- Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multi-sensory teaching.
 - Individual Educational Programme (IEP) and use of emerging technologies

UNIT-IV-

- School readiness and support services for inclusive education.
- Guidance and counselling in inclusive education.
- Need for promoting inclusive practice and roles and responsibility of the teachers and Training Programmes for Inclusive Teachers.

Field Work / Practicum:- Report on role of Constitutional Provisions on Inclusive Education.

Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

Suggested Reading:

1. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

Course 12(124)

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Code-BED124

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- vii. Paper setter will set the question paper in three sections .
- viii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- ix. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- x. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Description:

This course aims to provide a comprehensive overview of "Education for Sustainable Development" tailored for B.Ed. students to develop a deep understanding of sustainable development and its integration into education, along with essential life skills, soft skills, and time management techniques.

Course Outcomes (COs)

After the transaction of the course, student teachers will be able:

- 124.1. To introduce students to the concept of sustainable development and its relevance to education.
- 124.2. To explore the principles and goals of Education for Sustainable Development (ESD).
- 124.3. To examine the role of educators in promoting sustainable development through teaching and learning.
- 124.4. To develop competencies in integrating ESD into curriculum design and pedagogical practices.
- 124.5. To foster critical thinking and problem-solving skills in addressing sustainability challenges.
- 124.6. To promote awareness of global issues and local contexts related to sustainability.

Course Outline:

Unit 1: Introduction to Sustainable Development

- Definition and scope of sustainable development
- Historical perspective and evolution of sustainable development
- Principles of sustainable development
- Importance of sustainable development in education

Unit 2: Social and Economic Dimensions of Sustainable Development

- Social justice and equity
- Poverty alleviation and economic development
- Gender equality and empowerment
- Sustainable consumption and production patterns
- Education as a tool for promoting social and economic sustainability

Unit 3: Education for Sustainable Development (ESD)

- Definition and objectives of ESD
- UNESCO's Framework for Action on ESD
- Integrating ESD into curriculum and pedagogy
- Experiential learning approaches in ESD
- Assessment and evaluation in ESD

Unit 4: Life Skills for Sustainable Living

- Definition and importance of life skills
- Communication skills for effective interaction
- Critical thinking and problem-solving skills
- Decision-making and goal-setting skills
- Resilience and coping skills for adapting to change

Unit 5: Soft Skills for Professional Development

- Understanding soft skills and their significance
- Interpersonal skills for effective collaboration
- Leadership and teamwork skills
- Emotional intelligence and empathy
- Conflict resolution and negotiation skills

Unit 6: Time Management and Productivity

- Importance of time management in personal and professional life
- Techniques for setting priorities and goals
- Effective planning and organization skills
- Strategies for overcoming procrastination
- Balancing work, study, and personal life

Unit 7: Integrating Sustainable Development Education into Teaching Practice

- Designing lesson plans with sustainability themes
- Incorporating experiential learning activities
- Promoting active citizenship and social responsibility
- Collaborating with local communities and stakeholders
- Reflective practices for continuous improvement

Unit 8: Action Research Project

- Identifying an issue related to sustainable development in the local context
- Designing and implementing an action research project
- Collecting and analyzing data on the effectiveness of the intervention
- Reflecting on the process and outcomes of the project
- Disseminating findings and sharing best practices

Assessment:

- Assignments: Research papers, case studies, project reports
- Presentations: Individual and group presentations on sustainability topics
- Examinations: Written examinations assessing theoretical knowledge
- Practical Work: Evaluation of field visits, project implementation, and reflective practice.

Suggested Reading:

1. Sterling, S. (2010). Sustainable education: Re-visioning learning and change. Green Books.
2. UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. UNESCO.
3. Wals, A. E., & Jickling, B. (2002). "Sustainability" in higher education: From doublethink and newspeak to critical thinking and meaningful learning. *International Journal of Sustainability in Higher Education*, 3(3), 221-232.
4. Leal Filho, W., et al. (Eds.). (2019). *Handbook of Theory and Practice of Sustainable Development in Higher Education*. Springer.
5. Tilbury, D., et al. (Eds.). (2011). *Education for sustainable development: An international perspective*. Routledge.
6. McKeown, R. (2014). *Teaching for Change: The Difference, Power, and Discrimination Model*. Routledge.
7. Zelezny, L. C., et al. (2000). Environmental attitudes and environmental behavior: A meta- analysis. *Journal of Environmental Education*, 31(1), 1-19.

COURSE 13 (Option-i) (125)
ENVIRONMENT EDUCATION
Course Code-BED125

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections.
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- iii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 125.1** Understand the concept, need, scope and objectives of Environment Education.
- 125.2** Sensitize the Global Environmental problems and explain the different policies & Environmental legislation in India.
- 125.3** Explain the teaching learning strategies and Evaluation techniques in Environment education.
- 125.4** Familiarize with Curriculum development, Environmental disasters and Role of media in Environment education, Role of school and education in fostering the idea related to Environmental education.
- 125.5** Discuss and solve the problem related to the Environment
- 125.6** Develop sense of awareness about the environmental pollution and Apply various measures available to conserve the environment for sustaining the development

Course

Content Unit-I

1. Concept of Environmental Education:

- Meaning, need and scope of environmental education.
- Evolution and development of environmental education.

- Stock Holm conference, Tbilisi conference and Earth Summit.
- Objectives of environmental education.

Unit-II

2. Environmental problems and policies:

- Acid rain, Ozone depletion, the effect of urbanization, industrialization, and deforestation.
- Global warming, acid rain and ozone depletion.
- Pollution and its types. Environmental issues and sustainable development.
- Policies related to environmental problems.

Unit -III

3. Basic Concept and Nature of Environment

- Components of Environment, Importance of Environmental Education. Natural and Man- made Environment.
- Ecosystem-Structure, function and components.
- Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

Unit-IV

4. Biodiversity and Natural Resources

- Definition and Levels of Biodiversity, Value of Biodiversity
- Forest Resources – use and overexploitation. Deforestation-cause, effects and remedy
- Water Resources Floods and Drought
- Renewable and Non Renewable Energy Sources, Role of an Individual in Conservation of Natural Resources.

Practicum/Sessional

Any one of the following:

- i. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- ii. Project report on local environmental problem.
- iii. Conducting discussion (class level) on disaster management and prepare a report on it.
- iv. Participating and promoting Vanmahotsav with school community participation a feast for creating awareness of trees and planting of saplings.
- v. On field learning: Raising a nursery/ Kitchen garden.
- vi. Organize activities of an eco club in a rural school

Suggested Readings:

- Ali Khan, S. & Sterling, (1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.
- Allaby, M. (1996). *Basics of Environmental Science*. New York: Routledge.
- Aptekar, Lewis (1914). *Environmental Disasters in Global perspective*. New York :G.K.Hall; Toronto: Maxwell macmillan.
- Burton, Ian, Robert W. Kares and Gilbert F. White (1993). *The environmental as Hazard*. New York: the Guildford press.
- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Punjab University Publication Bureau.
- Huckle, J. & Sterling, S. (eds) (1996). *Education for sustainability*, London: Earthscan.
- Kaur, T.N. (1999). *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.
- Laeq Futehally (1994) *Our Environment*. India: National Book Trust
- Lambert, P.R. (2000). *Education for sustainable development: a new role for subject association, education in science*, 208. pp. 8-9
- Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.
- Pelling, Mark (ed.) (2003). *Natural Disasters & development in a globalizing world*. London: New York; Routledge.
- Trivedi, P.R. (2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H. Co.
- Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.
- Warburton D. (ed.) (1998). *Community & Sustainable Development*, London, Earthscan.
- Yogendra N. Srivastava (2012). *Environmental Pollution*. New Delhi: PPH Publishing Corporation.

**Course-13 (option-ii) (126) PEACE
EDUCATION
Course Code- BED126**

Max. Marks :100

Time: 2:30 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- iv. Paper setter will set the question paper in three sections .
- v. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- vi. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- vii. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 126.1** Understand the concept of peace education as a universal value.
- 126.2** Explain aim and objectives and role of social agencies in promoting peace education.
- 126.3** Understanding the philosophical thoughts and challenges to peace education.
- 126.4** Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- 126.5** Recognize the importance of peace education in national development.
- 126.6** Develop skill in role of peace in teaching learning.

Course Contents

Unit -1

Introduction of Peace Education

Meaning, Concept and need of Peace Education.

As a universal value

Aims and Objectives of Peace Education.

Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.

Current Status of Peace Education at Global Scenario.

Unit-2

Peace In the Indian Context

Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.

Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate etc.

Democracy and Peace, Secularism and Peace, Culture and Peace.

Unit-3

Planning, Curriculum and Approaches:

- Mission and Goals of Peace Education
- Curriculum for Peace education
- Instructional Process & Methodologies
- Approaches to Peace education

UNIT- 4

Understanding Peace as a Dynamic Social Reality:

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Gijubhai Badhecha, The Dalai Lama
- Teacher's role in promoting peace

UNIT-5

Orienting Education for Peace Building:

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
 - Understanding social justice in local context – its implications for beliefs, attitudes and

values and school / social practices and conflict resolution at all levels

- Education for enhancing cohesion in academic, personal, social and cultural matters. Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values, and skills.

Practicum/Sessional

Any one of the following:

- i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

References

Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*. Paris UNESCO.

Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd

Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd

Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi

Prakashan, <http://www.un.org/cyberschoolbus/peace/content.html>.

: *A guide for students and practitioners*.

**Course-13 (option-iii) (127) PEACE
EDUCATION****Course Code- BED127****Max. Marks :100****Time: 2:30 Hours****(Theory: 70, Internal: 30)****NOTE FOR PAPER SETTER**

- x. Paper setter will set the question paper in three sections.
- xi. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- xii. Section B contains 6 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- xiii. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 127.1 Define physical exercises, games.
- 127.2 Understand the importance of yoga and Suryanamaskar, sports, etc.
- 127.3 Recognizes the importance of physical and mental health.
- 127.4 Apply yoga in day today's life.
- 127.5 Apply physical exercises in daily life.
- 127.6 To create an awareness of the working of guidance centers.

Course Outline:**Unit:-I Health**

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

Unit: -II Physical Fitness

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness

- Benefits of Physical Fitness
- Importance of physical activities at school level
- Assessment of physical fitness

Unit:-III Philosophical bases of Health Education and Yoga

- Role of Institutions (School, Family and Sports)
- Policies and major programmes for Health Education and Yoga
- Blood Banks and role of Media.

Unit:-IV Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

Unit V: Meditation & Stress Management

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

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.), Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
2. Assignment on different meditation techniques

References/Text Books:

1. Dr. Ajmer Singh (2003). Essentials of physical Education. Ludhiana: Kalyani publishers.
2. Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
3. Dr. A.K.Uppaland Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
4. Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.

**COURSE 13 (Option-iv) (128) GUIDANCE
AND COUNSELLING
Course Code-BED128**

Time: 2:30 Hours

**Max. Marks :100
(Theory: 70, Internal: 30)**

NOTE FOR PAPER SETTER

- i. Paper setter will set the question paper in three sections .
- ii. Section A contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 2 mark each. All questions from this section is compulsory.
- iii. Section B contains 8 Short Answer Type questions carrying weightage of 5 marks each. Four questions to be attempted by the student.
- iv. Section C contains 4 Descriptive Answer Type long answer questions carrying weightage of 15 marks each. Two questions to be attempted by the student.

Course Outcomes (COs)

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

- 128.1** Define and distinguish between guidance and counselling.
128.2 Explain principles of counselling.
128.3 To identify types of counselling.
128.4 To point out various testing devices.
128.5 To identify the use of various testing devices.
128.6 To recognize the importance of guidance services and new trends in counselling.

Course Content

UNIT I – Introduction to counseling

- Meaning, Nature and Scope of Guidance
- Principles of Guidance
- Areas of Guidance: Educational, Vocational and Personal Guidance
- Need of Guidance at different levels in school

UNIT -II Counseling

- Meaning, concept and need of counseling
- Relationship between Guidance and counselling
- Principles of counseling
- Process of counselling
- Types: Directive, non –directive and Eclectic counseling
- Ethics in counselling

UNIT - III Tools in Guidance and Counseling

- Need and procedure of guidance in educational, psychological and social difficulties
- Assessment in guidance: Standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. questionnaire, observation, scale, anecdotal record, Cumulative record, case study, interviews) technique.

Unit- IV. Guidance Services

- Concept of Guidance services and principles of organizing them
- Types of guidance service: Individual Information Service, Occupational Information Service, Placement Service.
- Role of School personnel in organizing guidance services
- Qualities and role of a school counsellor
- Evaluation of a Guidance Programme and follow -up
- New trends in Guidance and Counselling

Practical (any one)

1. Visit to a school and Interview of a school counselor
2. Case study of an adolescent's academic / social problems
3. Prepare a report on the guidance services organized by school personnel.

Suggested Readings:

Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers. Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.

Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa VidyalayaPrakashan.

Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.

Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R Lall Book Depot.

Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.

Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

Course 14 EPC-1 (129)
Reading and Reflecting on Text.
Course Code: BED129

Max. Marks :50

Learning Outcomes

Course Outcomes (COs)

After the transaction of the course, student-teacher will be able to:

- 129.1** Able to explain different types of text.
- 129.2** Read and respond to a variety of texts in different ways: personal, creative & critical
- 129.3** Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- 129.4** Comprehend and think reflectively on spoken or written texts.

COURSE CONTENT

Unit 1

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.

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.

Unit 2

3. 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. Ways of reading: pre-reading and post reading
- ii. Read a book, a journal Article, or a chapter and write personal responses and summarize.
- iii. Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- iv. Beyond the textbook: reading comprehension and question –answers.
- v. Preparing a Vocabulary Book (50 words), with Meanings and Usage.
- vi. Writing a book review and critically analyze the Content and Language of the text.
- vii. Make a list of reading books of diverse texts and classify them under headings.
- viii. Conduct interactive group reading session (small groups).
- ix. Narrating/describing a related account from one's life experience (in front of a smaller group).
- x. Discussion of characters and situations –sharing interpretations and points of view (in a smaller group).
- xi. Read a book and identify the text structure, language, genre, context, socio-cultural diversity.
- xii. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making).
- xiii. Explain the gist of the text/topic to others (in the larger subject group)
- xiv. Discussion of the theme, sharing responses and points of view (small group discussion).
- xv. Conduct debates/discussions, role-playing, dialogues on educational policies and documents on them by using language laboratory.
- xvi. Study and reflect on Biography of Gandhi ji..
- xvii. Studying and reporting health concerns/ drainage system of school/ village.
- xviii. Writing expenditure account for an activity/function and house hold family budget plan.

Course 14 EPC-2 (130)
Drama and Art in Education Course
Code: BED130

Max. Marks :50

Course Outcomes (COs)

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

- 130.1** Develop imagination and sense of appreciation and aesthetic of art.
- 130.2** Have basic knowledge about colour schemes and prepare effective teaching aids.
- 130.3** Use drama processes to examine their skills.
- 130.4** Generate new knowledge, understanding and perceptions regarding household skills.

Course Content

UNIT I

Drawing and Painting

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

UNIT II

Creative Art /Drama

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut- out from old magazines, newspaper etc.
- Collecting and arranging rare photographs, photo print on various theme.
- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.
- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.
- Reflective report on curriculum of Art, Craft, Drama, Music and Theatre in schools.
- Tailoring, Stitching, Knitting and folk arts- Preparing samples.

Course 14 EPC 3 (131)**Critical Understanding of ICT Course Code:****BED131****Max. Marks :50****Course Outcomes (COs)**

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

- 131.1** Interact with ICT and effectively use ICT tools and relevant software applications for specific purposes in the teaching learning process.
- 131.2** Acquire knowledge of computers, their accessories and software.
- 131.3** Demonstrate the use of MS Windows and develop skill in using MS-Word, Power points and Spread sheets.
- 131.4** Acquire skill in accessing World Wide Web and Internet and global accessing of information and Organizing science and technology-based activities for the community.

COURSE CONTENTS**ORIENTATION TO ICT**

- **ICT:** Meaning, Importance and Tools of ICT
- **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.
- **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, making paragraph, getting help, moving, and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort, and filter.
- **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Multimedia:** Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

DIGITAL SHARING AND EXCHANGE OF INFORMATION

- **Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Chatting, social networks, participate in discussion forum and blogging.

ICT TOOLS AND ITS INTEGRATION IN EDUCATION

Over-head Projector

LCD Projector

T.V.

Camera

Visualizer

Interactive

Boards CD/DVD

Player

Hands On Training:

- i. Administrative use – Letter correspondence and E-Mail
- ii. Construction of a Portfolio and Question paper of teaching subjects
- iii. Creating learning materials – handouts
- iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- vi. Students progress record – Tabulation and graphical representation of results of an academic test.
- vii. Multimedia presentation on a topic relevant to the Optional Subjects
- viii. Prepare transparencies on a topic relevant to the Optional Subjects.
- ix. Organizing science and technology based activities/services for the community and/or the locality.

A softcopy of above activities should be presented at the time of external examination.

Suggested Readings

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). How to use Microsoft Access. California: Emergencyville.
8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.

Course 14 EPC-4 (132)**Understanding the self Course Code:****BED132****Max. Marks :50****Course Outcomes (COs)**

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

- 132.1** Discover and know oneself and its significance.
- 132.2** Reflect upon the effects of gender biasness, stereotyping and prejudice.
- 132.3** To evolve as a progressive, flexible and a reflective practitioner as a teacher.
- 132.4** Equip student teachers with skills for empathetic listening and self-expression.

Course Content**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 account 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) Marginalization
 - h) Role of media in dealing with above issues.
- (viii) Case study of Happiness, Pleasure, and Non-violence in school/ classrooms.

Suggested Readings:

Brooks field, 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.

Duration

B.Ed.- II Year: SIP- 14 Weeks
EWF-2 Weeks Course

133.6-146.6 To write a reflective journal on observation of regular classroom teaching with respect to pedagogical practices and classroom management techniques used by
To reflect upon the roles and responsibilities of different school staff and
Critical
study of the infrastructural facilities.

During SIP a ‘student-teacher’ shall observe & undertake various activities aimed at understanding the ‘Internship School’ and the ‘Community’ around.

B.Ed. – I Year

Observation of school functioning in terms of:

- i) Teaching- Learning process and related tasks & Classroom teaching undertaken by schoolteacher.
- ii) Developing teacher sensibilities and skills under the mentorship of school Head/school teacher / faculty.
- iii) Understanding the need & process of CCE (Comprehensive & Continuous Evaluation), Maintenance of various records, Development of learning material.
- iv) Documentation of the above activities in the form of a brief comprehensive report.

B.Ed. – II Year

1. Observe and record 10 lessons of regular classroom teaching of **teachers** for each pedagogic subject This write up will be preceded by general information of PT and with particular focus on

- i. *Teaching method*
- ii. *Use of teaching aids*
- iii. *Pupil teacher interaction in the class*
- iv. *Classroom management*
- v. *Homework (checking and feedback)*

2. Critically analyze syllabus and textbook of respective pedagogic subject for one class.

This write up will be preceded by general information of PT with particular focus on

- i. *Physical Aspect*
- ii. *Nature of Content*
- iii. *Organization of Content*
- iv. *Presentation of Content*
- v. *Style*
- vi. *Illustration*
- vii. *Exercise & Project*
- viii. *Bibliography*

3. Observe and record 10 lessons of regular classroom teaching of Peers for each pedagogic subject. This write up will be preceded by general information of PT with particular focus on:

- i. *Teaching method*
- ii. *Use of teaching aids*
- iii. *Pupil teacher interaction in the class*
- iv. *Classroom management*
- v. *Homework (checking and feedback)*

4. Prepare a brief report of the internship school.

- i. *General Information of PT*
- ii. *Physical infrastructure*
- iii. *Pupil Teacher Ratio (PTR)*
- iv. *Curriculum Transactions*
- v. *Pupil Teacher Interaction (curricular as well as co-curricular)*

5. Plan and write **forty-Five lessons each** of both the pedagogic subjects as follows: **(45+45=90 LP)**
- i. *General information*
 - ii. *Instructional Aids*
 - iii. *Writing Objectives in Behavioral terms*
 - iv. *Assumed Previous Knowledge*
 - v. *Previous Knowledge Testing Questions*
 - vi. *Announcement of the topic*
 - vii. *Presentation*
 - viii. *Recapitulation*
 - ix. *Home-Assignment*
6. Teach 2-4 periods per day in respective pedagogic subject.
7. Teach classes as and when directed by the mentor teacher /head of the lab school.
8. Prepare and use teaching aids like model/chart/ flash card etc. to make the teaching effective and interesting. At least 2 teaching aids in each subject shall be evaluated for the purpose of internal assessment.
9. Prepare a question paper of full syllabus for any one subject along with its blueprint
10. Undertake action research project on at least one problem area of schooling.
11. Identify, plan, and execute any one activity closely related to the local environment.
12. Maintain a reflective diary to record day to day happenings and reflections thereon. *While selecting the units of the syllabus, the student-teachers shall follow the annual instructional plan drawn by the host school.*

Course 16 (147)
Community Engagement And Social Responsibility
Course Code: BED147

Max. Marks :50

Course Type:

Skill-Based (2 Credits)

Duration: 30 hours

Course Outcomes

After completion, student-teachers will be able to:

- 147.1 Engage in central concepts of community and community development.
- 147.2 Critically reflect on the socio-economic and cultural factors shaping communities.
- 147.3 Promote communication, observation, and interpersonal skills.
- 147.4 Build resilience and collaborative skills to address conflict and foster harmony as well as appreciate the educator's role in ensuring community wellbeing.

Course Objectives

The course will enable student-teachers to:

1. Understand central concepts of community and community development.
2. Critically reflect on the socio-economic and cultural factors shaping communities.
3. Recognize the teacher's role in community development and transformation.
4. Cultivate social responsibility and empathy through real-life community interaction.
5. Enhance communication, observation, and interpersonal skills.
6. Build resilience and collaborative skills to address conflict and foster harmony as well as appreciate the educator's role in ensuring community wellbeing.

Course Content / Syllabus

Unit I: Community and Its Development

- Concept and importance of community
- Factors affecting the community: poverty, unemployment, addiction, etc.

- Community development: key elements, characteristics, and process
- Focus areas: economic, social, educational, environmental, cultural, and civic development
- Emerging models: Microfinance Movement, Self-Help Groups (SHGs), TRYSEM, role of foreign donors

Unit-II: Work Education and Social Responsibility

- Meaning and concept of Work-Significance of work and labour
- Work and livelihood
- Work with happiness and satisfaction
- Work Education: Purpose, social, economic and pedagogical values of work and craft
- Teacher's social responsibility in Work Education

Mode of Transaction

The course shall be delivered using **workshop mode** and **experiential learning** approaches:

- Life stories, storytelling, group interaction
- Poetry, painting, creative movement, aesthetic representation
- Case studies, film/documentary reviews, biography analysis
- Group discussions and readings on identity formation
- Reflective journals and diaries

Practicum / Field Engagement (30 Hours)

Students will undertake the following activities (Individual/Group):

1. **Self-awareness and identity-building** activities as a teacher
2. **Community exploration:** Visit and study of tribal/rural communities
3. **Reflective writing:** Documenting personal turning points
4. **Rural SWOT Analysis:** Group-based strengths, weaknesses, opportunities, threats
5. **Tribal folklore presentation:** Collection and exhibition
6. **Community-based activities:** Interaction and collaboration with local communities
7. **Life documentation:** Case studies on rural/tribal life narratives

8. Assessment Criteria (Total 50 Marks)

Component	Marks
Participation and Engagement	10
Project/ File	15
Reflective Journal/ Blog/ Article	10
Group Collaboration & Peer Feedback	5
Final Presentation	10

Suggested Readings / References

Core Concepts of Community & Development

1. **Bhattacharyya, J.** (2004). *Theorizing Community Development*. Community Development, 34(2), 5–34.
2. **Ledwith, M.** (2011). *Community Development: A Critical Approach* (2nd ed.). Policy Press.
3. **Venugopal, C. V.** (2001). *Community Development in India*. Academic Foundation.

Socio-Economic and Cultural Dynamics

4. **Desai, A. R.** (2005). *Rural Sociology in India*. Popular Prakashan.
5. **Sharma, R. N. & Sharma, R. K.** (2002). *Problems of Education in India*. Atlantic Publishers.

Asset-Based Community Development (ABCD)

6. **Kretzmann, J. P., & McKnight, J. L.** (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications.
7. **Mathie, A., & Cunningham, G.** (2003). From Clients to Citizens: *Asset-Based Community Development as a Strategy for Community-Driven Development*. Development in Practice, 13(5), 474–486.
8. **Green, G. P., & Haines, A.** (2015). *Asset Building and Community Development* (4th ed.). SAGE Publications.

Work Education and Social Responsibility

9. **NCERT.** (2000). *Work Education in Schools: Position Paper of the National Focus Group*. NCERT.
10. **Gandhi, M. K.** (1957). *Basic Education*. Navajivan Publishing House.
11. **Nair, R. S.** (2010). *Value Education: A Study of Its Impact on Work Culture*. Discovery Publishing House.

Teacher's Role and Community Interaction

12. **UNESCO.** (2015). *Rethinking Education: Towards a Global Common Good?* UNESCO Publishing.
13. **Freire, P.** (1994). *Pedagogy of Hope: Reliving Pedagogy of the Oppressed.* Continuum.
14. **Noddings, N.** (2005). *The Challenge to Care in Schools: An Alternative Approach to Education* (2nd ed.). Teachers College Press.

Experiential and Reflective Practice

15. **Kolb, D. A.** (1984). *Experiential Learning: Experience as the Source of Learning and Development.* Prentice Hall.
16. **Schon, D. A.** (1983). *The Reflective Practitioner: How Professionals Think in Action.* Basic Books.

Indian Government Reports & Schemes (Contextual Relevance)

17. **Ministry of Rural Development, Govt. of India.** Reports and documents on **TRYSEM, SHGs, MGNREGA**, etc.
18. **Planning Commission (Now NITI Aayog).** Reports on community development and rural transformation.

Recommended Online Resources:

- <https://niti.gov.in/> – Government policy think tank of India.
- <https://ncert.nic.in/> – For curricular resources and educational reports.
- <https://rural.nic.in/> – Ministry of Rural Development, India.
- <https://abcdinstitute.org/> – Asset-Based Community Development Institute.

Course Type:

Skill-Based (2 Credits)

Duration: 30 hours (15 sessions of 2 hours each)**Course Outcomes:**

After completion, student-teachers will be able to:

- 148.1 Apply open pedagogical methods in school classrooms.
- 148.2 Design and share teaching resources under open licenses.
- 148.3 Promote equitable, participatory, and student-driven learning environments.
- 148.4 Engage with communities and real-world problems through teaching.

Course Objectives:

By the end of this course, the student-teachers will be able to:

1. Understand and Introduce the concept and philosophy of Open Pedagogy and its relevance in teacher education.
2. Identify, evaluate, and use Open Educational Resources (OER) effectively.
3. Design and develop open educational content in collaboration with peers.
4. Engage with the community through participatory and impactful learning practices.
5. Reflect critically on their learning experiences using open approaches.
6. Enable pre-service teachers with the competencies to design and deliver inclusive, accessible, and cost-effective learning resources.

Course Outline (Modules)**Unit I: Introduction to Open Pedagogy (6 hours)**

- Concept and principles of Open Pedagogy
- Historical evolution and philosophical foundations

- Comparison with traditional pedagogies
- Importance of open pedagogy in teacher education

Unit II: Open Educational Resources (OER) (6 hours)

- Definition, types, and benefits of OER
- Creative Commons Licensing and copyright considerations
- Platforms for accessing OER (e.g., OER Commons, MERLOT, NROER, etc.)
- Evaluating quality and adaptability of OER

Unit III: Student-Centered and Participatory Practices (6 hours)

- Project-based and inquiry-based learning through open pedagogy
- Co-creation of learning materials and lesson plans
- Use of Wikis, blogs, and collaborative documents
- Peer feedback and collaborative learning tools

Unit IV: Community Engagement and Reflective Practice (6 hours)

- Connecting learning with real-world community needs
- Introduction to Participatory Action Research (PAR)
- Student projects with local schools or educational NGOs
- Reflective writing, learning journals, and digital storytelling

Unit V: Capstone Project and Presentation (6 hours)

- Designing an OER-based teaching module / lesson plan / activity
- Collaborative development of a mini open textbook or teaching portfolio
- Sharing the developed resource on an open platform
- Presentation of learning journey and peer feedback

Mode of Delivery:

- Blended Mode (Online + Offline)
- Use of Google Classroom / Moodle / Padlet for collaboration

Peer-reviewed submissions and shared online portfolios

Practicum / Activities (Aligned with Course Objectives):

- **Creating an OER Lesson Plan** based on school curriculum subjects
- **Group Wiki Project** on an educational topic
- **Mini Participatory Research Project** involving school/local community
- **Reflection Journal:** Weekly entries on learning and challenges
- **Presentation:** Showcase of student-created open resource

Assessment Criteria (Total 50 Marks)

Component	Marks
Participation and Engagement	10
OER-based Teaching Resource / Project	15
Reflective Journal	10
Group Collaboration & Peer Feedback	5
Final Presentation	10

Suggested Readings and Resources:

1. Wiley, D. (2013). *What is Open Pedagogy?*
 2. Cronin, C. (2017). *Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education.*
 3. Creative Commons: <https://creativecommons.org>
 4. OER Commons: <https://www.oercommons.org>
 5. UNESCO OER Recommendations (2019)
-

**SCHOOL OF EDUCATION SGRR
UNIVERSITY, DEHRADUN
B.Ed. Two Year (Gen) Syllabus- LOCF**

Mapping Scale, Mapping Matrices, Attainment of COs, POs and PSOs

A: Mapping scale: -

Table 1: Scale of mapping between COs and POs/PSOs

Scale	
1	Low correlation between the contents of course and the particular Program outcome/Program specific outcome
2	Medium correlation between the contents of course and the particular Program outcome/Program specific outcome
3	High correlation between the contents of course and the particular Program outcome/Program specific outcome

B: Mapping matrices:

CO-PO Mapping matrices

Table 2. CO-PO Matrix for the Course-1

Code :101

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
101.1	3	1	0	0	0	0	0	0	0
101.2	3	1	1	0	0	0	0	0	0
101.3	3	3	2	2	1	2	2	2	0
101.4	3	1	3	2	2	2	2	1	2
101.5	3	2	3	2	2	2	2	1	2
101.6	3	2	2	2	0	2	2	2	2
Average	3	1.66	1.83	1.33	0.83	1.33	1.33	1	1

Table 2. CO-PO Matrix for the Course-2**Code :102**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
102.1	3	3	2	2	1	3	3	2	2
102.2	3	2	1	1	3	2	3	3	2
102.3	3	3	2	1	1	2	2	2	1
102.4	3	3	2	2	3	2	3	3	2
102.5	3	3	2	3	2	2	2	2	3
102.6	3	2	3	2	3	3	3	2	2
Average	3	2.66	2	1.83	2.16	2.33	2.66	2.33	2

Table 2. CO-PO Matrix for the Course-3**Code :103**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
103.1	3	3	3	3	3	3	3	2	2
103.2	3	1	3	3	3	3	3	2	3
103.3	3	3	3	3	3	3	3	1	1
103.4	3	3	3	3	3	3	3	1	1
103.5	3	3	3	3	3	3	2	1	3
103.6	3	3	3	3	3	3	2	2	1
Average	3.00	2.67	3.00	3.00	3.00	3.00	2.67	1.50	1.83

Table 2. CO-PO Matrix for the Course-4**Code :104**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
104.1	3	3	3	2	3	3	2	2	3
104.2	2	3	3	2	3	3	2	1	3
104.3	3	2	3	1	3	3	2	2	3
104.4	3	2	3	3	3	2	2	2	3
104.5	3	3	3	2	3	3	2	2	3
104.6	2	3	3	2	3	3	2	1	3
Average	2.67	2.67	3.00	2.00	3.00	2.83	2.00	1.67	3.00

Table 2. CO-PO Matrix for the Course-5**Code :105**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
105.1	2	3	1	1	1	3	2	1	1
105.2	1	3	2	1	2	2	2	2	1
105.3	2	1	2	2	1	1	1	2	1
105.4	1	2	1	3	2	1	1	3	1
105.5	2	3	1	1	1	3	2	1	1
105.6	1	3	2	1	2	2	2	2	1
Average	1.5	2.5	1.5	1.5	1.5	2	1.67	1.84	1

Table 2. CO-PO Matrix for the Course-6**Code :106**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
106.1	3	2	1	1	3	2	2	2	1
106.2	3	3	2	2	3	3	2	2	1
106.3	3	2	1	1	3	2	2	2	1
106.4	3	3	2	2	3	3	2	2	2
106.5	3	2	1	1	3	2	3	3	1
106.6	2	3	1	2	2	3	3	3	2
Average	2.83	2.50	1.33	1.50	2.83	2.50	2.33	2.33	1.33

Table 2. CO-PO Matrix for the Course 7 & 8 Code :107- 120

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
107.1-120.1	3	2	2	2	3	2	2	2	1
107.2-120.2	3	2	3	3	3	2	3	1	3
107.3-120.3	3	2	3	3	3	1	1	1	2
107.4-120.4	3	2	3	3	3	1	3	1	3
107.5-120.5	3	2	2	2	3	2	2	2	3
107.6-120.6	3	3	3	3	3	1	2	1	3
Average	3.00	2.17	2.67	2.67	3.00	1.50	2.17	1.33	2.50

Table 2. CO-PO Matrix for the Course-9**Code :121**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
121.1	3	3	1	3	2	2	3	2	1
121.2	3	3	1	1	3	2	2	2	1
121.3	3	3	2	2	3	2	3	2	2
121.4	3	2	2	2	3	2	3	3	2
121.5	3	2	3	3	3	2	2	2	1
121.6	3	3	2	2	3	2	2	3	3
Average	3.00	2.67	1.83	2.17	2.83	2.00	2.50	2.33	1.67

Table 2. CO-PO Matrix for the Course-10**Code :122**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
122.1	3	3	2	2	1	2	1	1	1
122.2	3	3	2	2	2	2	1	1	1
122.3	3	3	2	2	1	1	2	1	1
122.4	3	3	2	2	1	3	1	1	1
122.5	3	3	2	2	1	1	1	1	1
122.6	3	3	2	2	2	2	2	2	2
Average	3.00	3.00	2.00	2.00	1.33	1.83	1.33	1.17	1.17

Table 2. CO-PO Matrix for the Course-11 Code :123

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
123.1	3	2	2	2	2	2	3	2	1
123.2	3	1	1	1	3	1	2	3	2
123.3	2	2	2	2	3	3	3	2	2
123.4	3	2	2	3	3	3	3	2	1
123.5	3	2	3	3	3	2	2	1	1
123.6	3	1	1	2	2	2	3	1	2
Average	2.83	1.67	1.83	2.17	2.67	2.17	2.67	1.83	1.50

Table 2. CO-PO Matrix for the Course-12 Code :124

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
124.1	3	2	2	2	2	2	3	2	1
124.2	3	1	1	1	3	1	2	3	2
124.3	2	2	2	2	3	3	3	2	2
124.4	3	2	2	3	3	3	3	2	1
124.5	3	2	3	3	3	2	2	1	1
124.6	3	1	1	2	2	2	3	1	2
Average	2.83	1.67	1.83	2.17	2.67	2.17	2.67	1.83	1.50

Table 2. CO-PO Matrix for the Course-13 (i) Code :125

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
125.1	3	2	2	2	3	1	1	2	1
125.2	3	3	2	2	3	1	3	2	1
125.3	3	2	3	2	3	2	2	2	3
125.4	3	2	3	2	3	2	3	2	2
125.5	3	1	2	2	3	1	1	2	1
125.6	3	3	2	1	3	1	3	2	1
Average	3	2.25	2.33	2.33	3	1.33	2.16	2	1.5

Table 2. CO-PO Matrix for the Course-13 (ii) Code :126

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
126.1	3	3	1	2	3	1	2	2	1
126.2	3	3	2	1	3	1	3	3	1
126.3	3	3	3	2	3	2	2	2	1
126.4	3	3	3	2	3	1	3	2	3
126.5	3	3	3	2	3	1	3	2	3
126.6	3	3	1	2	3	1	2	2	1
Average	3.0	3.0	2.17	1.83	3.0	1.17	2.5	2.17	1.67

Table 2. CO-PO Matrix for the Course-13 (iii) Code :127

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
127.1	3	3	2	2	2	3	2	2	3
127.2	3	2	2	2	2	1	3	2	2
127.3	2	2	3	2	2	3	3	3	2
127.4	3	3	2	2	2	3	2	2	3
127.5	3	2	2	2	2	1	3	2	2
127.6	1	1	1	2	2	2	1	1	1
Average	2.50	2.17	2.00	2.00	2.00	2.17	2.33	2.00	2.17

Table 2. CO-PO Matrix for the Course- 13 (iv) Code :128

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
128.1	2	1	2	1	2	1	1	1	1
128.2	2	1	2	1	2	1	1	1	1
128.3	3	1	2	2	2	1	2	2	1
128.4	2	1	2	2	2	2	2	2	2
128.5	2	1	2	2	2	2	2	2	2
128.6	2	1	2	2	2	2	2	2	2
Average	2	1	2	1.66	2	1.5	1.66	1.66	1.5

Table 2. CO-PO Matrix for the Course 14 (i)- Code :129

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
129.1	3	3	3	3	3	2	2	1	3
129.2	3	3	3	3	2	2	2	3	3
129.3	3	3	3	3	2	2	3	3	3
129.4	3	3	3	3	3	3	3	2	3
Average	3	3	3	3	2.5	2.25	2.5	2.25	3

Table 2. CO-PO Matrix for the Course 14 (ii)- Code :130

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
130.1	2	2	3	1	1	3	1	3	2
130.2	1	2	2	1	1	2	1	2	3
130.3	2	1	3	2	2	1	1	2	2
130.4	1	2	2	3	2	1	1	3	2
Average	1.5	1.75	2.50	1.75	1.5	1.75	1	2.5	2.25

Table 2. CO-PO Matrix for the Course 14 (iii)- Code :131

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
131.1	3	2	3	1	3	1	1	1	3
131.2	3	3	3	2	3	1	1	1	3
131.3	3	2	2	1	1	1	1	1	2
131.4	3	2	2	2	2	2	2	2	2
Average	3	2.25	2.50	1.50	2.25	1.25	1.25	1.25	2.5

Table 2. CO-PO Matrix for the Course 14 (iv)- Code :132

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
132.1	0	0	2	2	0	0	0	0	2
132.2	0	0	1	1	0	1	2	3	0
132.3	2	3	3	3	2	3	3	2	2
132.4	0	0	3	3	1	0	2	3	1
Average	0.5	0.75	2.25	2.25	0.75	1	1.75	2	1.25

Table 2. CO-PO Matrix for the Course 15 Code :133-146

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
133.1- 146.1	3	2	3	3	3	2	2	1	1
133.2- 146.2	3	2	2	1	2	3	3	2	3
133.3- 146-3	3	3	3	2	3	2	3	2	3
133.4-146-4	3	3	2	2	3	2	3	1	2
133.5-146.5	3	2	3	2	3	2	3	2	3
133.6-146.6	3	3	3	3	3	3	3	3	3
Average	3.00	2.50	2.67	2.17	2.83	2.33	2.83	1.83	2.50

CO-PSO MATRIX

Table 3. CO-PSO Matrix for the Course-1) Code: 101

COs	PSO-1	PSO-2	PSO-3	PSO-4
101.1	1	0	0	0
101.2	2	0	1	0
101.3	2	0	2	2
101.4	2	0	1	1
101.5	2	0	1	1
101.6	2	0	1	2
Average	1.83	0	1	1

Table 3. CO-PSO Matrix for the Course-2) Code: 102

COs	PSO-1	PSO-2	PSO-3	PSO-4
102.1	2	3	2	1
102.2	2	3	3	2
102.3	1	2	1	1
102.4	2	2	3	1
102.5	1	2	1	1
102.6	3	3	3	3
Average	1.83	2.5	2.16	1.5

Table 3. CO-PSO Matrix for the Course-3 Code: 103

COs	PSO-1	PSO-2	PSO-3	PSO-4
103.1	3	2	3	3
103.2	3	2	3	3
103.3	3	2	3	3
103.4	3	2	3	3
103.5	3	2	3	3
103.6	3	2	3	3
Average	3.00	2.00	3.00	3.00

Table 3. CO-PSO Matrix for the Course-4 Code: 104

COs	PSO-1	PSO-2	PSO-3	PSO-4
104.1	1	1	2	2
104.2	2	2	3	3
104.3	2	2	3	2
104.4	2	2	3	3
104.5	1	1	2	2
104.6	2	2	3	3
Average	1.67	1.67	2.67	2.50

Table 3. CO-PSO Matrix for the Course-5 Code: 105

COs	PSO-1	PSO-2	PSO-3	PSO-4
105.1	3	2	2	2
105.2	3	3	2	2
105.3	3	2	3	2
105.4	3	2	3	2
105.5	1	1	2	2
105.6	2	3	2	1
Average	2.5	2.16	2.33	1.833

Table 3. CO-PSO Matrix for the Course-6 Code :106

Cos	PSO-1	PSO-2	PSO-3	PSO-4
106.1	1	1	3	2
106.2	2	1	3	3
106.3	2	3	3	2
106.4	2	1	3	2
106.5	2	3	2	1
106.6	3	2	3	2
Average	2	1.8	2.8	2

Table 3. CO-PSO Matrix for the Course-7&8 Code: 107 to 120

Cos	PSO-1	PSO-2	PSO-3	PSO-4
107.1-120.1	1	1	2	2
1107.2-120.2	1	1	2	2
107.3-120.3	1	1	3	2
107.4-120.4	1	1	3	3
107.5-120.5	1	1	1	2
107.6-120.6	1	1	1	2
Average	1	1	2	2.17

Table 3. CO-PSO Matrix for the Course-9 Code: 121

Cos	PSO-1	PSO-2	PSO-3	PSO-4
121.1	2	1	1	1
121.2	2	1	2	2
121.3	2	1	3	1
121.4	2	1	3	2
121.5	2	2	2	3
121.6	3	2	2	2
Average	2.17	1.33	2.17	1.83

Table 3. CO-PSO Matrix for the Course-10 Code: 122

COs	PSO-1	PSO-2	PSO-3	PSO-4
122.1	2	2	2	2
122.2	3	3	3	2
122.3	2	2	2	2
122.4	3	2	2	2
122.5	2	2	2	2
122.6	2	2	2	2
Average	2.33	2.17	2.17	2.00

Table 3. CO-PSO Matrix for the Course-11 Code :123

COs	PSO-1	PSO-2	PSO-3	PSO-4
123.1	3	3	3	1
123.2	2	3	2	2
123.3	3	2	3	2
123.4	2	2	1	2
123.5	2	3	3	1
123.6	3	2	3	1
Average	2.5	2.3	2.25	1.5

Table 3. CO-PSO Matrix for the Course-12 Code: 124

COs	PSO-1	PSO-2	PSO-3	PSO-4
124.1	3	3	3	1
124.2	2	3	2	2
124.3	3	2	3	2
124.4	2	2	1	2
124.5	2	3	3	1
124.6	3	2	3	1
Average	2.5	2.5	2.5	1.5

Table 3. CO-PSO Matrix for the Course-13(i) EE Code :125

Cos	PSO-1	PSO-2	PSO-3	PSO-4
125.1	3	2	2	2
125.2	3	3	2	2
125.3	3	2	3	2
125.4	3	2	3	2
125.5	1	1	2	2
125.6	2	3	2	1
Average	2.50	2.17	2.33	1.83

Table 3. CO-PSO Matrix for the Course-13(ii) Code : 126

COs	PSO-1	PSO-2	PSO-3	PSO-4
126.1	2	1	2	2
126.2	2	1	3	3
126.3	3	1	2	2
126.4	2	1	2	2
126.5	2	1	2	2
126.6	2	1	3	3
Average	2.17	1.00	2.33	2.33

Table 3. CO-PSO Matrix for the Course-13(iii) Code: 127

COs	PSO-1	PSO-2	PSO-3	PSO-4
127.1	2	1	2	2
127.2	1	1	1	2
127.3	1	1	1	2
127.4	1	2	1	2
127.5	2	1	2	2
127.6	2	1	3	3
Average	1.5	1.17	1.67	2.17

Table 3. CO-PSO Matrix for the Course-13(iv) Code :128

COs	PSO-1	PSO-2	PSO-3	PSO-4
128.1	2	1	1	1
128.2	2	2	1	1
128.3	2	1	1	2
128.4	1	2	2	2
128.5	2	2	2	2
128.6	2	2	2	2
Average	1.83	1.66	1.5	1.66

Table 3. CO-PSO Matrix for the Course-14 (i) Code : 129

COs	PSO-1	PSO-2	PSO-3	PSO-4
129.1	1	1	1	3
129.2	1	1	1	3
129.3	1	1	1	3
129.4	1	1	2	3
Average	1	1	1.25	3

Table 3. CO-PSO Matrix for the Course-14 (ii) Code : 130

COs	PSO-1	PSO-2	PSO-3	PSO-4
130.1	1	1	1	3
130.2	1	1	2	3
130.3	1	1	2	2
130.4	2	1	2	3
Average	1.25	1	1.75	2.75

Table 3. CO-PSO Matrix for the Course-14 (iii) Code : 131

COs	PSO-1	PSO-2	PSO-3	PSO-4
131.1	1	1	1	2
131.2	1	1	1	2
131.3	1	1	1	1
131.4	1	1	1	1
Average	1	1	1	1.5

Table 3. CO-PSO Matrix for the Course-14 (iv) Code : 132

COs	PSO-1	PSO-2	PSO-3	PSO-4
132.1	3	0	0	3
132.2	3	2	2	0
132.3	3	1	0	2
132.4	3	0	0	3
Average	3	0.75	0.5	2

Table 3. CO-PSO Matrix for the Course-15 Code: 133 to 146

COs	PSO-1	PSO-2	PSO-3	PSO-4
133.1- 146.1	2	1	2	3
133.2- 146.2	2	1	2	1
133.3- 146.3	1	0	3	2
133.4-146.4	2	0	2	1
133.5-146.5	2	1	3	3
133.6-146.6	3	2	2	2
Average	2.00	0.83	2.33	2.00

Table 4: CO-PO – PSO MAPPING MATRIX for B.Ed. II Year (Gen)

Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PSO-1	PSO-2	PSO-3	PSO-4
CO-101	3	1.66	1.83	1.33	0.83	1.33	1.33	1	1	1.83	0	1	1
CO-102	3	2.66	2	1.83	2.16	2.33	2.66	2.33	2	1.83	2.5	2.16	1.5
CO-103	3.00	2.67	3.00	3.00	3.00	3.00	2.67	1.50	1.83	3.00	2.00	3.00	3.00
CO-104	2.67	2.67	3.00	2.00	3.00	2.83	2.00	1.67	3.00	1.67	1.67	2.67	2.50
CO-105	1.5	2.5	1.5	1.5	1.5	2	1.67	1.84	1	2.5	2.16	2.33	1.833
CO-106	2.83	2.5	1.3	1.5	2.8	2.5	2.3	2.3	1.3	2	1.8	2.8	2
CO-(107- 120)	3.00	2.17	2.67	2.67	3.00	1.50	2.17	1.33	2.50	1	1	2	2.17
CO-121	3.00	2.67	1.83	2.17	2.83	2.00	2.50	2.33	1.67	2.17	1.33	2.17	1.83
CO-122	3.00	3.00	2.00	2.00	1.33	1.83	1.33	1.17	1.17	2.33	2.17	2.17	2.00
CO-123	2.8	1.6	1.8	2.1	2.6	2.1	2.6	1.8	1.5	2.5	2.3	2.25	1.5
CO-124	2.83	1.67	1.83	2.17	2.67	2.17	2.67	1.83	1.50	2.5	2.5	2.5	1.5
CO-125	3	2.33	2.33	2	3	1.33	2.16	2	1.5	2.50	2.17	2.33	1.83
CO-126	3.0	3.0	2.17	1.83	3.0	1.17	2.5	2.17	1.67	2.17	1.00	2.33	2.33
CO-127	2.50	2.17	2.00	2.00	2.00	2.17	2.33	2.00	2.17	1.5	1.17	1.67	2.17
CO-128	2	1	2	1.66	2	1.5	1.66	1.66	1.5	1.83	1.66	1.5	1.66
CO-129	3	3	3	3	2.5	2.25	2.5	2.25	3	1	1	1.25	3
CO-130	1.5	1.75	2.50	1.75	1.5	1.75	1	2.5	2.25	1.25	1	1.75	2.75
CO-131	3	2.25	2.50	1.50	2.25	1.25	1.25	1.25	2.5	1	1	1	1.5
CO-132	0.5	0.75	2.25	2.25	0.75	1	1.75	2	1.25	3	0.75	0.5	2
CO-133-146	3.00	2.50	2.67	2.17	2.83	2.33	2.83	1.83	2.50	2.00	0.83	2.33	2.00

C. Attainment of COs:

Table 5: CO Attainment levels for Internal Assessment

Attainment	
1 (Low level of	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of	80 % of students score more than 60% of marks in internal assessment and end semester examination

Table 6: CO Attainment levels for End Session Examination (ESE)

Attainment Level	
1 (Low level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	80 % of students score more than 60% of marks in internal assessment and end semester examination

Overall CO Attainment level:

Overall COs attainment level=50% of CO attainment level in Internal Assessment+50% of CO attainment level in End Session Examination

D. Attainment of POs:

The overall attainment level of POs is based on the values obtained by using direct and indirect methods in the ratio 80:20. PO attainment values obtained using direct method are computed as detailed in Table 7 below.

Table 7: PO Attainment Values using Direct Method

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO-101									
CO-102									
CO-103									
CO-104									
CO-105									
CO-106									
CO-(107-120)									
CO-121									
CO-122									
CO-123									
CO-124									
CO-125									
CO-126									
CO-127									
CO-128									
CO-129									
CO-130									
CO-131									
CO-132									
Direct PO Attainment	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values			

The PO attainment values to be filled in the above table can be obtained as follows:

For Course 101-PO1 Cell: PO1 attainment value = (Mapping factor of 101-PO1 from Table 4 x Overall CO attainment value for the course 101/3.

Same method can be used to obtain attainment values for the other POs.

In order to obtain the PO attainment using the indirect method, a student exit survey based on questionnaire of POs may be conducted at the end of last semester of the program, as per the following format:

Table 8: Questionnaire for indirect measurement of PO attainment (For outgoing students)

At the end of my degree program, I am able to do:

	Please tick any one		
<i>Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.</i>	3	2	1
<i>Develop an understanding of education as an agenda for the nation and its policies, visions and efforts in evolving a national system of education.</i>	3	2	1
<i>Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.</i>	3	2	1
<i>Develop understanding about teaching, pedagogy, school management and community involvement in general education and Inclusive settings.</i>	3	2	1
<i>Inculcate a sense of responsibility towards the society and respect for human life and dignity.</i>	3	2	1
<i>Promote co-operative teaching where two or more teachers offer a course and jointly interact with the same class particularly to facilitate multi- disciplinary analysis of problems.</i>	3	2	1
Indirect PO attainment	Average of the responses from the outgoing students for		
Scale: 3: Strongly Agree; 2: Agree; 1: Average			

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 70:30 as follows:

Overall attainment value for PO1= $0.8 \times$ average attainment value for PO1 using direct method (from table 7) + $0.2 \times$ average response of outgoing students for PO1.

Table 9: Overall PO attainment values

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct P									
Indirect PO									
Overall PO									
Target	2	2	2	2	1.5	2	2	2	2

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.