



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

SCHEME OF TWO - YEAR B. Ed. PROGRAMME

The B.Ed. Programme shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2020, 2021 and 2022), Semester-II (May,2021, 2022 and 2023), Semester-III (December 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

B.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
Compulsory Courses					
BDE-101	Childhood and Growing up	04	60	40	100
BDE-102	Philosophical and Sociological Perspectives in Education	04	60	40	100
BDE-103	Learning and Teaching	04	60	40	100
BDE-104	Contemporary India and Education	04	60	40	100
BDE-105	Methodology of Teaching	04	60	40	100
BDE-106	Drama and Art in Education	02	-	50	50
BDE-107	Pre-Internship (Two weeks) -I	02	-	50	50
TOTAL		24	300	300	600

B. Ed.
Semester - II

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
BDE-201	Knowledge and Curriculum	04	60	40	100	
BDE-202	Assessment for Learning	04	60	40	100	
BDE-203	Understanding Disciplines and Subjects	02	30	20	50	
BDE-204	Critical Understanding of ICT in Education (Theory)	02	30	20	50	
BDE-205	Critical Understanding of ICT in Education (Practical)	02	-	50	50	
BDE-206	Pre-internship (Two weeks) - II	02	-	50	50	
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)						
BDE-207	Pedagogy of Science - I	Group-I	04	60	40	100
BDE-208	Pedagogy of Physical Science - I		04	60	40	100
BDE-209	Pedagogy of Biological Science - I		04	60	40	100
BDE-210	Pedagogy of Social Science - I		04	60	40	100
BDE-211	Pedagogy of English - I	Group-II	04	60	40	100
BDE-212	Pedagogy of Hindi - I		04	60	40	100
BDE-213	Pedagogy of Urdu - I		04	60	40	100
BDE-214	Pedagogy of Dogri - I		04	60	40	100
BDE-215	Pedagogy of Punjabi - I		04	60	40	100
BDE-216	Pedagogy of Mathematics - I	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI						
BDE-217	Pedagogy of Physics - I	Group-IV	04	60	40	100
BDE-218	Pedagogy of Chemistry - I		04	60	40	100
BDE-219	Pedagogy of Botany - I		04	60	40	100
BDE-220	Pedagogy of Zoology - I		04	60	40	100
BDE-221	Pedagogy of Political Science - I		04	60	40	100
BDE-222	Pedagogy of History - I		04	60	40	100
BDE-223	Pedagogy of Economics - I		04	60	40	100
BDE-224	Pedagogy of English - I	Group-V	04	60	40	100
BDE-225	Pedagogy of Hindi - I		04	60	40	100
BDE-226	Pedagogy of Urdu - I		04	60	40	100
BDE-227	Pedagogy of Dogri - I		04	60	40	100
BDE-228	Pedagogy of Punjabi - I		04	60	40	100
BDE-229	Pedagogy of Sanskrit - I		04	60	40	100
BDE-230	Pedagogy of Mathematics - I	Group-VI	04	60	40	100
BDE-231	Pedagogy of Commerce - I		04	60	40	100
Total			24	300	300	600

B. Ed.
Semester – III

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
BDE-301	Environmental Education	02	30	20	50	
BDE-302	Gender, School and Society	02	30	20	50	
BDE-303	Educational Technology	02	30	20	50	
BDE-304	Language Across the Curriculum	02	30	20	50	
BDE-305	School Internship (7 weeks)	07	-	100	100	
BDE-306	Yoga Education	02	-	50	50	
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)						
BDE-307	Pedagogy of Science - II	Group-I	04	60	40	100
BDE-308	Pedagogy of Physical Science – II		04	60	40	100
BDE-309	Pedagogy of Biological Science – II		04	60	40	100
BDE-310	Pedagogy of Social Science - II		04	60	40	100
BDE-311	Pedagogy of English - II	Group-II	04	60	40	100
BDE-312	Pedagogy of Hindi - II		04	60	40	100
BDE-313	Pedagogy of Urdu - II		04	60	40	100
BDE-314	Pedagogy of Dogri - II		04	60	40	100
BDE-315	Pedagogy of Punjabi - II		04	60	40	100
BDE-316	Pedagogy of Mathematics - II	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI						
BDE-317	Pedagogy of Physics – II	Group-IV	04	60	40	100
BDE-318	Pedagogy of Chemistry – II		04	60	40	100
BDE-319	Pedagogy of Botany – II		04	60	40	100
BDE-320	Pedagogy of Zoology – II		04	60	40	100
BDE-321	Pedagogy of Political Science – II		04	60	40	100
BDE-322	Pedagogy of History – II		04	60	40	100
BDE-323	Pedagogy of Economics - II		04	60	40	100
BDE-324	Pedagogy of English - II	Group-V	04	60	40	100
BDE-325	Pedagogy of Hindi – II		04	60	40	100
BDE-326	Pedagogy of Urdu – II		04	60	40	100
BDE-327	Pedagogy of Dogri – II		04	60	40	100
BDE-328	Pedagogy of Punjabi – II		04	60	40	100
BDE-329	Pedagogy of Sanskrit – II		04	60	40	100
BDE-330	Pedagogy of Mathematics – II	Group-VI	04	60	40	100
BDE-331	Pedagogy of Commerce - II		04	60	40	100
Total			25	230	310	550

**B. Ed.
Semester – IV**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
BDE-401	Creating an Inclusive School	02	30	20	50
BDE-402	Action Research	02	30	20	50
BDE-403	Reading and Reflecting on Texts	02	-	50	50
BDE-404	Project Work	04	-	100	100
BDE-405	Community Work (Two weeks)	02	-	50	50
BDE-406	School Internship (7 weeks)	07	150	100	250

Elective Courses (Select Any One)					
BDE-407	Guidance and Counselling	02	30	20	50
BDE-408	Early Childhood Care and Education	02	30	20	50
BDE-409	Health and Physical Education	02	30	20	50
BDE-410	Peace Education	02	30	20	50
Total		21	240	360	600

	Semesters				Total
	I	II	III	IV	
Course Credits	24	24	25	21	94
Max. Marks	600	600	550	600	2350



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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

CHILDHOOD AND GROWING UP

Course Code : BDE-101	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : Compulsory	Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the meaning, concept and characteristics of human growth and development at various stages*
- *develop understanding of different aspects of adolescent's physical, cognitive, social and emotional development*
- *develop understanding of theories of development propounded by Piaget, Freud and Erikson*
- *explain Freud's Psycho-Analytic Theory of Human Development*
- *explain the process of socialization*

B. COURSE CONTENT

UNIT-1

Introduction to Human Growth of Development

- 1.1** Human Growth and Development: Concept and principles, difference between growth and development
- 1.2** Stages of Human Development i) Pre-natal (ii) Infancy (iii) Childhood (iv) Adolescence and (v) Adulthood; Characteristics of each stage
- 1.3** Adolescence Period: Physical, cognitive, emotional and social development during adolescence period; their educational implications; Developmental tasks during adolescence

UNIT -2

Methods of Studying a Child

- 2.1 Factors Influencing Growth and Development: (i) Heredity (ii) Environment (iii) Nutrition and (iv) Media
- 2.2 Methods of Studying a Child: (i) Clinical method (ii) Observation (participatory and Non-participatory) (iii) Case study; Merits and demerits of each method
- 2.3 Methods of Data Collection: (i) Anecdotal records (ii) Interview method (iii) Questionnaire technique; Merits and demerits of each

UNIT-3

Theories of Development

- 3.1 Piaget's Theory of Cognitive Development (Constructivist Theory) and its educational implications
- 3.2 Psycho-Analytic Theory of Development by Freud and its educational implications
- 3.3 Erickson's Psycho-social Theory of Development and its educational implications

UNIT-4

Socialisation and Schooling

- 4.1 Socialization: Concept, (i) Parenting (ii) Child-rearing practices (iii) Family and child relationship
- 4.2 Schooling : (i) School culture (ii) Teacher-taught relationship; their impact on scholastic achievement of learners
- 4.3 Relationship with Peers: Peer influences (a) Friendship (b) Gender (c) Competition (d) Cooperation and Conflict (e) Aggression (f) Bullying

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following themes for seminar:

- 1. Moral development among children
- 2. Relative role of heredity and environment in cognitive development of children
- 3. Influence of parenting styles on child development
- 4. Impact of media on adolescents

5. Environmental influences on the growing children
6. Any other approved relevant theme

OR

Presentation of a case history of an adolescent with aggressive tendencies

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Beckett, Chris and Taylor, Hillary (2010). *Human growth and development*. New Delhi: Sage.
- Berk, L. E. (2000). *Human development*. New Delhi: Tata McGraw Hill.
- Boushel, Margaret, Fawcett, Mary and Selwyn, Julie (Eds.) (2000). *Focus on early childhood: Principles and realities (working together for children, young people and their families)*. New Jersey: Wiley-Blackwell.
- Brisbane, E. H. (2004). *The developing child*. New York: McGraw Hill.
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi :Vikas Publishing House.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. California: Mayfield Publishing Company.
- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
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- Eggen, P. & Kauchak, D.(1999). *Educational psychology: Window on classrooms*. New Jersey: Prentice Hall.
- Feldman, Robert S. (2014). *Development across the life span*. New Delhi: Pearson Education.
- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage.
- Goswami, Usha (2014). *Child Psychology: A very short introduction*. New Delhi: Oxford University Press.
- Hurlock, Elizabeth B. (2005). *Child growth and development*. New Delhi: Tata McGraw Hill.
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- Khatoon, Naima (2012). *Child psychology*. New Delhi: Pearson Education.
- Lightfoot, C., Cole, M. and Cole, S.R. (2013). *Developing learners*. New Jersey: Prentice Hall.
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- Mittal, S. (2006). *Child development- Experimental psychology*. New Delhi: Isha Books.
- Newman, Barbara M. and Newman, Philip R. (2007). *Theories of human development*. New York :Routledge.

- Nisha, M. (2006). *Introduction to child development*. New Delhi: Isha Books.
- Papalia, D. E. & Olds, S. W. (2005). *Human development*. New Delhi: Tata McGraw Hill.
- Patel, Chhaya (2015). *Social development in India: Critical assessment*. Jaipur: Rawat Publications.
- Piaget, J. (1951). *The psychology of intelligence*. London: Routledge and Kegan Paul.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Santrock, J. W. (2006). *Child development*. New York: McGraw Hill.
- Santrock, J. W. (2007). *Adolescence*. New York: McGraw Hill.
- Solso, Robert (2002). *Cognitive psychology*. New Delhi: Pearson Education.
- Thomas, Murray R. (2000). *Recent theories of human development*. New York: Sage.
- Verma, L.N. (2013). *Educational psychology: Experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.
- Vigotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Vigotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi: Pearson Education.



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SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Code	: BDE-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Compulsory	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the nature of education and its aims and functions*
- *explain the significance of studying philosophy*
- *difference between educational philosophy and philosophy of education*
- *analyse different views of schools of thought on education and draw generalisations*
- *develop understanding of the contribution of great Indian and Western thinkers in the field of education*
- *analyse social stratification in Indian society*
- *explain the barriers in national and emotional integration in India*
- *develop clear understanding of the factors affecting social change*
- *explain the role of education in the preservation and promotion of culture*

B. COURSE CONTENT

UNIT-1

- 1.1 Education : Nature, meaning, aims, functions, agencies of education, Indian and Western perspectives in education
- 1.2 Philosophy : Its nature and importance, significance of studying philosophy, difference between educational philosophy and philosophy of education, relationship between philosophy and education
- 1.3 Concept of knowledge, reality and values according to Indian philosophy

UNIT-2

- 2.1 Philosophies of Education: Salient features of Idealism, Naturalism, Pragmatism and Existentialism and their influence on education with reference to aims of education, curriculum, methods of teaching, role of teacher and school
- 2.2 Reflections on Education by Great Indian Educational Thinkers: Swami Vivekananda, Sri Aurobindo Ghosh, Mahatma Gandhi
- 2.3 Reflections on Education by Great Western Thinkers: Plato, Froebel and John Dewey

UNIT-3

- 3.1 Concept of Sociology and Sociology of Education; Concerns of Indian society: Social justice, secularism, cleanliness, environmental issues
- 3.2 Structure of Indian Society: Class, caste, religion, ethnicity and language
- 3.3 Democracy, Socialism and Secularism: Concept and role of education

UNIT-4

- 4.1 National and Emotional Integration: Concept and need for nurturing diversity and fostering inclusion, barriers in national and emotional integration in India and role of education in the promotion of national and emotional integration
- 4.2 Social Change: Concept, factors influencing social change, need for social change, education and social change
- 4.3 Culture: Meaning, nature, salient features, cultural heritage, role of education in the preservation and promotion of culture Contribution of different religions towards human up-liftment and celebration of different festivals

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following themes for seminar:

- 1. Importance of globalization for education
- 2. Chief recommendations of Delors Commission on Education for 21st Century
- 3. Core Indian values of diversity, tolerance and plurality
- 4. Educational philosophy of J. Krishnamurti
- 5. Constitutional provisions of equity and equality
- 6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Anand, C.L. et al. (1993). *Teacher and education in the emerging Indian society*. New Delhi:NCERT.

- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching*. Boston: Alynand, Becom.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.
- Bruubacher, John S.(1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Butchvarov, P.(1970). *The concept of knowledge*. Illinois: North Western University Press.
- Chaudhary, S.K.(Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Dearden, R.F. (1984). *Theory and practice in education*. New York: Routledge and Kegan Paul.
- Debra, Heyes, Martin, Hills, Pam, Chistie and Bobo, Lingard (2007). *Teachers and schooling Making a difference*. Australia: Allen and Unwin.
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- Dewey, J. C. (1916/1917). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
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- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
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- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi : Motilal Banarsidass Publishers.
- Matheson, David (2004). *An introduction to the study of education*. New York: David Fulton Publishers.
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- MHRD, (1992). *Programme of Action*. Govt. of India, New Delhi.
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- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Mumbai: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
- Ottoway, A.K.C. (1962). *Education and society*. London: Routledgeand Kegan Paul.
- Palmer, Joy A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. London: Routledge Flamer.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur: Rawat Publications.
- Peters, R.S. (1967). *The concept of education*. London: Routledge.
- Peters, R.S. (Ed.)(1975). *The philosophy of education*. London: Oxford University Press.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Y.K. (2012). *Foundations of sociology of education*. New Delhi: Kanishka Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Shrivastva, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.
- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi :Motilal Banarsidass Publishers.
- Wall, Edmund (2001). *Educational theory: philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



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SEMESTER-I

(For the examination to be held in December, 2020, 2021, 2022)

LEARNING AND TEACHING

Course Code : BDE-103
Credits : 04
Course Type : Compulsory

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *differentiate between learning as construction of knowledge and learning as reception of knowledge*
- *reflect on the behaviouristic theories of learning*
- *reflect on the social learning theories of Bandura and Vygotsky*
- *understand the concept of motivation and achievement motivation*
- *explain Maslow's Theory of Motivation*
- *discuss phases of teaching*
- *employ various approaches of teaching-learning*
- *explain the concept of transfer of learning and its types*
- *understand different approaches to teaching*
- *reflect the characteristics and utility of teaching models*

B. COURSE CONTENT

UNIT-1

Learning Process and its Theories

- 1.1. Learning and Learning Process: Meaning, definition and characteristics, distinction between learning as construction of knowledge and learning as transmission and reception of knowledge; Personal and environmental factors affecting learning and role of teacher in teaching-learning situation

- 1.2. Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner, their applicability in different learning situations
- 1.3. Social Learning Theories: Bandura and Vygotsky, their applicability in different learning situations

UNIT-2

Transfer of Learning and Motivation

- 2.1. Transfer of Learning: Concept, types (Substantive and procedural transfer of learning; Planning teaching for optimum transfer of learning, socio-cultural factors affecting transfer of learning
- 2.2. Motivation and Learning: Meaning of motivation, Maslow's Theory of Motivation, role of teacher in motivation of learners, Achievement Motivation – Meaning, importance, characteristics and educational implications
- 2.3. Intelligence: Concept, nature and role of heredity and environment; Spearman's Two-Factor Theory of Intelligence and Guilford's Model of Intellect

UNIT-3

Teaching Strategies

- 3.1. Teaching: Concept, nature, importance of teaching and phases of teaching; Reflective teaching to maximise learning
- 3.2. Strategies for Teaching: Lecture, brain storming, simulation and team teaching
- 3.3. Teaching as a Complex Activity: Reflective teaching to enhance learning and teaching in diverse classrooms

UNIT-4

Approaches to Teaching

- 4.1. Approaches to Teaching: Concept and approaches to teaching (Behaviourist, Cognitivist, Constructivist and Co-operative)
- 4.2. Models of Teaching: Meaning, assumption and utility; Characteristics and fundamental elements of Social Enquiry, Concept Attainment and Advance Organiser Model of Teaching
- 4.3. Role of Teacher in Teaching – Learning as: Transmitter of knowledge, Model, facilitator, negotiator and learner

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Power point presentation, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Analysis of a case of maladjusted adolescent learner
2. Prepare a plan of activities for students of secondary classes which can be shared with their parents
3. Preparation of a report on child-rearing practices of children with diverse backgrounds
4. Preparation of a report on curriculum transaction and learning styles of children in atleast three different classes
5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words

- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

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MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

CONTEMPORARY INDIA AND EDUCATION

Course Code	: BDE-104	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Compulsory	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- explain the Fundamental Rights and Duties enshrined in the India
- differentiate between Fundamental Rights and Directive Principles of the State Policy
- analyse the role of educational system in the context of modern ethos
- develop an understanding of the concept of diversity
- describe the policies, acts and provisions related to education
- develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context
- explain the role of teacher and community in universalisation of school education

B. COURSE CONTENT

UNIT - 1

The Indian Constitution

- 1.1. Indian Constitution: Fundamental Rights and Duties enshrined in the Indian Constitution
- 1.2. Directive Principles of State Policy in the Indian Constitution: Aims and amendments
Difference between Fundamental Rights and Directive Principles of the State Policy
- 1.3. Major Constitutional Provisions regarding Education in India

UNIT-2

Diversity in India

- 2.1. Diversity in India: Concept and nature; Types of Diversity: Gender, linguistic, cultural, socio-economic, geographical and disability
- 2.2. Policies, acts and provisions related to Education with special reference to caste, class, tribes, religion and gender
- 2.3 Emerging trends in the interface between political process and education; economic developments and education; Concept of Common School System and National System of Education

UNIT - 3

Universalisation of School Education

- 3.1. Universalization of School Education, Right to Education and Universal Access, role of teacher and community in the context of Universalization of School Education
- 3.2. Vocationalisation of Secondary Education: Its Need, Implications and Problems of Vocationalisation of Secondary Education in India and their solutions; Skill India: Concept, Objectives and issues
- 3.3. Open and Distance Learning: Concept, features and needs/ importance, growth of open universities; Modes of imparting distance education (Correspondence Courses, Open Universities and Massive Open Online Courses)

UNIT - 4

National Commissions and Policies on Education

- 4.1. National Commissions and Policies of Education in India: Indian Education Commission (1964-66), National Policy on Education (NPE 1986), Programme of Action (POA 1992) and National Policy on Education (2020)
- 4.2. National Curriculum Framework (2005): Need and importance
- 4.3. Programmes and Schemes: Inclusive Education for Disabled at Secondary Stage (IEDSS 2009) Sarva Shiksha Abhiyan (SSA 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Samagra Shiksha Scheme 2018; The Rights of Persons with Disabilities Act, 2016

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following themes for seminar:

1. Our National Ideals: Equality, liberty, fraternity secularism and social justice
2. Role of teacher and community in the context of universalisation of school education
3. Chief recommendations of National Curriculum Framework of School Education (2005)
4. Millennium Development Goals, 2015
5. Need for Community-Based Education in our country
6. Any other approved theme of relevance

OR

Prepare a report of class mates of your College with respect to diversity in various aspects

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**

- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Aggarwal, J. C. (1992). *Development and planning of modern education*. New Delhi: Vikas Publishing House.
- Ain, L. C. (2010). *Civil disobedience*. New Delhi: Book Review Literary Trust.
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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

METHODOLOGY OF TEACHING

Course Code	: BDE-105	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Compulsory	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the principles of effective teaching*
- *describe the maxims of teaching*
- *develop an understanding of the need and importance of various devices of teaching*
- *use different types of teaching aids in their teaching*
- *explain educational objectives in Cognitive, Affective and Psychomotor Domains*
- *develop understanding of different types of lessons and lesson plans*
- *explain different methods of teaching*

B. COURSE CONTENT

UNIT-1

Maxims, Principles and Devices of Teaching

- 1.1. Pedagogics of Education: Meaning and scope; maxims and principles of effective teaching
- 1.2. Devices of Teaching: Meaning, need, importance and types of devices of teaching (Teaching & fixing devices)
- 1.3. Instructional Aids: Audio, visual and audio-visual, Edgar Dale's Cone of Experience.

UNIT-2

Educational Objectives

- 2.1. Educational Objectives of the Cognitive Domain (Bloom's Revised Model): Knowledge, comprehension, application, analysis, synthesis and evaluation
- 2.2. Educational Objectives of the Affective Domain (Krathwohl's Model): Receiving, responding, valuing, organization and characterization
- 2.3. Educational objectives of the Psycho-Motor Domain (Dave's Model): Limitation, manipulation, precision, articulation and naturalization

UNIT-3

Lesson Planning

- 3.1. Effective Teacher: Meaning, characteristics of an effective teacher and optimizing effective teaching
- 3.2. Micro-teaching: Nature, different teaching skills, phases, steps, merits and demerits
- 3.3. Types of lessons (knowledge, skill and appreciation); lesson planning (meaning, importance, principles and criteria of an effective lesson plan); approaches to lesson planning (Herbartian, RCEM and Constructivist)

UNIT-4

Methods of Teaching and Time Management

- 4.1. Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching:
 - (a) Inductive-Deductive method
 - (b) Analytic-Synthetic method
- 4.2. Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching:
 - (a) Project Method
 - (b) Problem Solving method
- 4.3. Time Management: Time-Table, its importance and types; weekly, monthly and yearly calendar of activities

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Writing behavioural objectives, four each from cognitive, affective and psycho-motor domain selecting three topics from two teaching subjects at the secondary level
2. Developing four lesson plans (two each following Herbartian and RCEM approaches on the two teaching subjects for secondary school students)
3. Present a seminar on professional ethics for teachers
4. Prepare lesson plans on three Micro skills (Questioning, Reinforcement and Stimulus variation)
5. Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**

- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Anand, J.C. (2011). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing: House.
- Chauhan, S.S. (2014). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House.
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- Hall, Gene E. Quinn, Linda F. and Gollnick, Donna M.(2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jangira, N.K. and Singh, Ajit (1982). *Core teaching skills: The micro teaching approach*. New Delhi: NCERT.
- Joyce, B. and Weil, M. (1996). *Models of teaching*. New Delhi: Prentice Hall of India.
- Kochhar, S.K. (2010). *Methods and techniques of teaching*. New Delhi: Sterling.
- Kulkarni, S.S. (1986). *Introduction to educational technology*. New Delhi: Oxford and IBH.
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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021, 2022)

DRAMA AND ART IN EDUCATION

Course Code : BDE-106

Credits : 02

Course Type : EPC

Total Marks : 50

Internal Marks : 50

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the use of drama as a teaching method*
- *use role play technique in teaching learning process*
- *understand the importance of dramatic way of presentation*
- *integrate singing method in teaching-learning process*
- *understand various dance forms and their integration in educational practices*
- *use art of drawing and painting in teaching-learning process*

B. COURSE CONTENT

UNIT-1

Fundamentals of Drama

- 1.1. Drama as a Tool of Learning: Different forms of drama and role play; Use of drama for educational and social change (street play, dramatisation of a lesson)
- 1.2. Use of drama techniques in the classroom-voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

UNIT-2

Music (Gaayan and Vaadan)

- 2.1. Concept of sur, taal and laya (sargam); Vocal-Folk songs, poems and prayers

- 2.2. Singing along with 'Karaoke' integration of gaayan and vaadan in educational practices

UNIT-3

Art of Dance, Drawing and Painting

- 3.1. Various Dance Forms: Bharat Natyam, Kathak and Nritya Natika, Folk dance, Bhangra, Giddha, Garba, Jhumar, Phumnian, Natti, Bihu etc. ; Integration of dance in educational practices
- 3.2. Drawing and Painting: Colours, strokes and sketching, understanding of various means and perspectives; Different forms of painting, Basohli Art, Kangra Art, Madhubani Art, Glass painting, Fabric painting etc. Use of drawing and painting in education (Chart making, poster making, match stick drawing etc.)

C. TRANSACTIONAL STRATEGIES

Lecture-cum-Discussion followed by simulated / authentic practices, workshop on specific themes, slide / film shows, demonstration, live interaction with artists, Google classroom

D. PRACTICUM

The students may select any one of the following activities:

- Development of a script for any lesson in any subject and perform a play / drama
- Development of a script for the street play focusing on girls education
- Development of a script for the street play on women empowerment
- Preparation of a pictorial monograph on folk dances of any State of our Country
- Development of an audio CD based on newly composed poems of any Indian language
- Preparation of a pictorial monograph on various dance forms of India
- Submission of a detailed report on the visit to the Institute of Music and Fine Arts regarding functioning of its different departments
- Development of a College work on any theme
- Any other approved activity of relevance

E. MODE OF EVALUATION

Evaluation shall be on the basis of participation and performance of each candidate conducted by a team constituted for the purpose



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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

PRE-INTERNSHIP - I

Course Code	: BDE-107	Total Mark	: 50
Credits	: 02	Internal Marks	: 50
Duration	: Two weeks		
Course Type	: Compulsory		

The duration of the Pre-Internship - I shall be 2 weeks. The different activities to be completed by the student-teachers under the supervision of their teachers/mentors are as under:

S. No.	Activity	Max. Marks
1.	Visit to an elementary school to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school.	10
2.	Interaction with elementary teachers and other school staff to understand their roles and responsibilities. Observation of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	10
3.	Visit to Pre-school and review its functioning.	10
4.	Visit to a village school and preparation of its profile.	10
5.	Writing a Reflective Journal on activities carried out during the Pre-Internship-I	10
Total		50



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

KNOWLEDGE AND CURRICULUM

Course Code : BDE-201
Credits : 04
Course Type : Compulsory

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *differentiate between the concept of knowledge and Skill*
- *explain the different sources of knowledge*
- *develop understanding of the characteristics of education*
- *explain the relationship of curriculum with aims of education*
- *explain types and sources of values*
- *describe the approaches to curriculum development*
- *acquire knowledge about different designs of curriculum*
- *explain models of curriculum*
- *describe indicators of effective curriculum construction*

B. COURSE CONTENT

UNIT-1

Types of Knowledge

- 1.1 Meaning of concept, knowledge, knowing, information and perception, characteristics of knowledge; Difference between knowledge and skills, knowledge and information, reason and analysis, belief and truth
- 1.2 Types of Knowledge: Philosophical, personal, procedural and propositional and sources of knowledge – Educational, situational, conceptual and strategic

- 1.3 Role of teacher and student in transmission and construction of knowledge and barriers involved therein

UNIT-2

Concept of Education

- 2.1 Education: Concept and etymological meaning, characteristics of education
- 2.2 Education for nationalism, universalism and secularism
- 2.3 Values: Concept, types of values, sources of values, erosion of values, ways and means of inculcation of values; National values as enshrined in the Indian Constitution

UNIT-3

Approaches to Curriculum Development

- 3.1 Curriculum: Meaning, objectives and components, its relationship with aims of education, relevance of curriculum, principles and bases of curriculum construction and concerns of hidden curriculum
- 3.2 Approaches to Curriculum Development: Subject centred, learner centred and community centred and designing of curriculum – Discipline centred, learner centred and problem centred designs
- 3.3 Curriculum Change: Meaning, need and factors of curriculum change; broad determinants of curriculum making at the national/state levels: social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts

UNIT-4

Models of Curriculum Development

- 4.1 Models of curriculum development given by Franklin Bobbit, Ralph Tyler and Hilda Taba
- 4.2 Curriculum Transaction: Role of teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue
- 4.3 Indicators of effective curriculum construction and evaluation of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student- teachers may undertake any one of the following critical analysis:

1. National Curriculum Framework for School Education (NCFSE, 2005)
2. National Curriculum Framework for Teacher Education (NCFTE, 2009)

OR

Presentation of a seminar on any one of the following:

3. Process of construction of knowledge as given by Lev Vygotsky
4. Process of construction of knowledge as given by Jean Piaget
5. Issues of autonomy, academic freedom and accountability
6. Any other approved topic/theme of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READING

- Aggarwal, J.C. and Gupta, S. (2005). *Curriculum development*. New Delhi :Shipra Publishers.
- Balsara, M. (1999). *Principles of curriculum renewal*. New Delhi :Kanishka Publishers.
- Bawa, M.S. and Nagapl, B.M. (Eds.). (2010). *Developing teaching competencies*. New Delhi : Viva Books.
- Connely, Michael F. (Ed.). (2008). *The sage handbook of curriculum and instruction*. New Delhi : Sage India.
- Hassrin, M. (2004). *Curriculum planning for elementary education*. New Delhi :Anmol Publishers.
- Kelly, A.V. (2006). *The curriculum theory and practice*. London : Sage.
- Khan, M.I and Nigam, B.K. (2007). *Curriculum reform, change and continuity*. New Delhi :Kanishka Publishers.
- Kumari, S. and Srivastava, D.S. (2005). *Curriculum and instruction*. New Delhi :Shipra Publishers.
- McNeil, John D. (2003). *Curriculum : The teacher's initiate*. Ohio : Prentice Hall.
- NCERT, (2005). *National curriculum for school education*. New Delhi : NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi :NCTE.
- Ornstt, A.C. and Hunkins, F.P. (1988). *Curriculum formulations, principles and issues*. New Jersey : Prentice Hall.

- Panday, M. (2007). *Principles of curriculum development*. New Delhi :Rajat Publications.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi :Shipra Publishers.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi :Shri Sai Printographers.



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B.Ed.
SEMESTER-II
(For the examination to be held in May, 2021, 2022 and 2023)

ASSESSMENT FOR LEARNING

Course Code : BDE-202	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : Compulsory	Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the assessment, evaluation and measurement*
- *differentiate between different types of assessment*
- *explain assessment of learning outcomes for different domains.*
- *use different tools of assessment*
- *understand different types of qualitative tools of evaluation*
- *understand different techniques of assessment*

B. COURSE CONTENT

UNIT-1

Assessment, Evaluation and Measurement

- 1.1.** Assessment, Evaluation, Measurement: Meaning and importance, Difference between:
 - a) Assessment, evaluation and measurement
 - b) Assessment of learning and assessment for learning
- 1.2.** Purpose of Evaluation: Placement, diagnosis of learning difficulties, providing feedback in marks / grade
- 1.3.** Types of Evaluation: Formative, Summative, Continuous and Comprehensive Evaluation – Concept and process

UNIT-2

Approaches to Assessment

- 2.1. Qualitative and quantitative approach for assessment
- 2.2. Scales of measurement (nominal, ordinal, interval and ratio)
- 2.3. Assessment of learning outcomes for cognitive, affective and psychomotor domains, role of teacher as a facilitator in assessment for learning

UNIT-3

Types of Tests

- 3.1. Characteristics of a Good Test: Reliability, Validity, Objectivity and Usability their concept and importance
- 3.2. Types of Tests: Teacher-made, Standardized and Diagnostic Tests: Concept, difference among them, their uses and limitations
- 3.3. Norm – referenced and Criterion – referenced Tests: Concept, importance and difference between the two; Steps in the development of a norm-referenced test

UNIT-4

Tools of Assessment

- 4.1. Quantitative Tools of Assessment: Written, oral and practical tests and Qualitative Tools of Evaluation: Observation and introspection, projection and sociometry
- 4.2. Techniques of Assessment: Project work, Assignments, Portfolio, Rubrics, Performance-based Activities, Seminars
- 4.3. New Trends in Evaluation: Online examination, Computer-based examination, Open book examination; Credit system – Concept, need, importance, advantages and limitations

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Select a topic of your choice and construct an achievement test (Norm-referenced test)
2. Prepare a diagnostic test on a topic of your choice
3. Presentation of a seminar on 'Formative and Summative Evaluation
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Aggarwal, R.N. and Asthana, Vipin (1983). *Educational measurement and evaluation*. Agra :VinodPustakMandir.
- Aggarwal, Y.P. (1989). *Statistical methods : Concepts, application and computation*. New Delhi : Sterling.
- Andrade, H.L. (2013). Classroom assessment in the context of learning theory and research. In J.H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California : Sage.
- Asthana, Bipin (2011). *Measurement and evaluation in psychology and education*.Agra :Aggarwal Publications.
- Burke, K. (2005). *How to assess authentic learning*. California : Corwin.
- Cohen, Louis, Manion, Lawrence and Morrison, Keith (2004). *A guide to teaching practice*.London :RoutledgeFalmer.
- Ebel, Robert L. and Frisbie, D.A. (1991). *Essentials of educational measurement*. New Delhi: Prentice Hall of India.
- Gregory, R.J. (2014). *Psychological testing : History, principles and application*. New Delhi: Pearson.
- Linn, Robert L. (2008). *Measurement and assessment in teaching*. New Delhi : Pearson.
- Natrajan, V. and Kulshreshta, S.P. (1983). *Assessing non-scholastic aspects : Learners behaviour*. New Delhi : Association of Indian Universities.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- Nitko, A.J. (2001). *Educational assessment of students*. New Jersey : Prentice Hall.
- Raw, Manjula (1998). *Training material on continuous and comprehensive evaluation. (Monograph)*. Mysore : Regional Institute of Education.
- Rao, Manjula (2004). *Evaluation in schools: A training package (Monograph)*. Mysore : Regional Institute of Education.
- Turkey, T.R. and Bailey, J.M. (2001). *Developing grading and reporting system for student learning*.California : Corwin.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code	: BDE-203	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: PE	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the nature and characteristics of disciplines*
- *reflect on education as interdisciplinary field of study*
- *develop understanding of inter-dependence among various school subjects*
- *understand the importance of science as a discipline*
- *reflect on the role of language in children's intellectual development*
- *understand the role of language as a medium of communication and integration*
- *develop understanding of the place of mathematics in school curriculum*

B. COURSE CONTENT

UNIT-1

Discipline and Subject

- 1.1. Discipline and Subject: Concept, nature and characteristics of a discipline; Education as interdisciplinary field of study; Interrelation and inter-dependence amongst various school subjects
- 1.2. Science as a Subject and Discipline: Nature and history of science; Importance of science as a discipline and subject, place of scientific knowledge in school curriculum, emergence of school science in relation to social, political, intellectual and historical contexts

UNIT-2

Language and Social Sciences as subject and discipline

- 2.1. Language: Centrality of language in education, role of language in children's intellectual development; Language as a medium of communication and integration; Place of language in school curriculum; Subject Knowledge: Meaning, importance and Steps for acquiring knowledge in a subject
- 2.2. Social Sciences: Meaning, nature and philosophy of social sciences, place and relevance of social sciences as a core component of school curriculum, role of social sciences in developing society; Factors for declining status of social sciences as a school subject

UNIT-3

Mathematics as a Discipline and Subject

- 3.1. Mathematics: Meaning, nature and history, Vedic mathematics, place of mathematics in school curriculum
- 3.2. Importance of mathematics in day-to-day life; Problems associated with teaching, learning mathematics, measures and techniques for developing students interest in mathematics

C. TRANSACTIONAL STRATEGIES

Lecture, group discussion, panel discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Preparation of a report, on nature of different disciplines like natural sciences, humanities, social sciences, earth sciences, bio-sciences etc.
2. Analysis of a textbook on any subject of class VII or VIII to construct and discuss types of knowledge and pedagogic elements
3. Presentation of a Seminar on any one of the following themes:
 - a) Inter-disciplinary nature of knowledge
 - b) Social-scientific thinking as a method of enquiry
 - c) Chief recommendations of Ishwar Bhai Patel Report (1997)
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Apple, M.W. and Christian-Smith, L.K. (Eds.). (1991). *The Politics of the text-books*. New York: Routledge.
- Batra, P.(Ed.) (2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage.
- Bruner, J.S. (2006). *In search of pedagogy*. London: Routledge.

- Butchvarov, P. (1970). *The concept of knowledge*. Illinois: Western University Press.
- Debra, H., Martin, H., Pam, C. and Lingard, B. (2007). *Teachers and schooling: Making a difference*. Australia: Allen and Unwin.
- Dhamija, Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
- Fenton, Edmin (1967). *The new social studies*. New York: Rinehart, Winston.
- Gardner, H.(1993). *Creating minds*. New York: Basic Books.
- Hursh, D.W. and Ross, E.W. (Eds.). (2000). *Democratic social education: Social studies for social change*. New York: Falmer.
- Marsh, C.J. (2009). *Education: Key concepts for understanding curriculum*. London: Routledge.
- NCERT (2005). *National curriculum framework*. New Delhi.
- Noddings, N. (2007). *Critical lessons: What our schools should teach?* London: Cambridge University Press.
- Ornstein, Allen C., Edward F.P. and Stacey, B.O. (2006). *Contemporary issues in curriculum*. New York: Allyn and Bacon.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

CRITICAL UNDERSTANDING OF ICT IN EDUCATION (THEORY)

Course Code	: BDE-204	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Compulsory	Internal Marks	: 20

A OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the applications of information technology in the field of education*
- *understand competencies defined in the National Policy on ICT*
- *explain meaning, components and functions of a computer*
- *understand the computer peripherals and its organization in computer system*
- *develop skill in handling computer and using it to develop documents in MS Word, Excel and PowerPoint*

B COURSE CONTENT

UNIT-1

- 1.1. Information and Communication Technology (ICT): Meaning, need, importance and ICT mediation in teaching and learning
- 1.2. Competencies defined in the National Policy on ICT for school education at secondary level

UNIT-2

- 2.1. Internet: Meaning of internet characteristics of internet, uses of internet and education-based applications of internet
- 2.2. Introduction to browsers and browsing world-wide web; Websites: Meaning and importance, social websites (Blogs/Twitter/ Facebook/Skype)

UNIT-3

- 3.1. Online Software / packages including MS Office, Google Docs, Sheets and Slides, their features and applications
- 3.2. Web-based learning objects, simulation and tutorials, software applications and tools for using teaching-learning resources; Exploring massive open online courses (MOOCs) as a space for continuous learning

C. PRACTICUM-Cum-SESSIONAL WORK

The student-teacher shall prepare one document/file in MS Word/ MS Excel/ MS Power Point

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

E. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

G. SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.
- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai : Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book : A source book for information and communication technologies*. Tanzania : Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi : Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut : R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

CRITICAL UNDERSTANDING OF ICT IN EDUCATION (Practical Work)

Course Code	: BDE-205	Total Marks	: 50
Credits	: 02	Internal (Practical Work)	: 30
Course Type	: Compulsory	Internal (Viva-Voce)	: 20

A. OBJECTIVES

After completing the Practical work in ICT the student-teachers will be able to:

- *prepare hard and soft copy of lesson plans in teaching subject/s*
- *prepare hard and soft copy of their bio-data*
- *attain perfection in the analysis and graphical representation of data*
- *prepare and present a presentation through projector*

B. COURSE CONTENT

1. MS Word: Preparation of a lesson plan, letters, bio data, order/ notice – hardcopy and soft copy
2. MS Excel: Preparation of a school time table, marks list – Analysis of data (What Data) and graphical representation – hard copy and soft copy
3. MS PowerPoint: Preparation of animated slides (Insert pictures, cliparts, word art, sound effects, animation etc) for teaching any concept on your elective subjects
4. Internet: Surfing educational websites, downloading, taking a printout, creating E-mail ID and website/ e-portfolio

C. EVALUATION

The practical work shall be evaluated by a departmental committee comprising Head of the Department, subject teacher and one senior teacher. The committee shall evaluate the hard and soft copies of the work done by the students.

Out of 20 marks of viva-voce , 10 marks will be awarded for presentation of the practical work done during the semester. 30 marks of practical work shall be divided as under:

S.No	Activity	Max. Marks
a	Practical Assignment(s) / Lab work	20
b	Preparation of Report /Reflective Journal /e-portfolio on work done in the Lab.	10

D. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

E. SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.
- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
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- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
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- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.

- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi :Kanishka Publishers and Distributors.
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- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAQBAJ&dq=moocs&source=gbs_navlinks.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

PRE-INTERNSHIP - II

Course Code : BDE-206

Maximum Marks : 50

Credits : 02

Internal Marks : 50

Course Type : Compulsory

The duration of the Pre-Internship - II shall be 2 weeks. The different activities to be carried out by the student-teachers under the supervision of their teachers/mentors are as under:

S. No.	Activity	Max. Marks
1.	Visit to high schools for observation of atleast ten lectures delivered by school teachers during real classroom teaching.	10
2.	Observation and analysis of the schedule of the school and submission of its report.	5
3.	Interaction with students of the school in different classes and submission of report on the difficulties faced by them	5
4.	Organization of co-curricular activities by the student-teachers and participation and recording experiences of the same in the report.	10
5.	Review of the assessment and evaluation system followed by the school.	10
6.	Writing a Reflective Journal on activities carried out during the Pre-Internship-II	10
Total		50



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B.Ed. **SEMESTER-II** **(For the examination to be held in May, 2021, 2022 and 2023)** **(GROUP - I)** **PEDAGOGY OF SCIENCE - I**

Course Code	: BDE-207	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop understanding of the nature of science and its interface with society*
- *acquire a conceptual understanding of the pedagogy of science*
- *use various methods and approaches of teaching science*
- *understand and use the formative and summative methods of evaluation in science*
- *acquire a favourable scientific temper towards teaching science*

B. COURSE CONTENT

UNIT-1

Introduction to Science

- 1.1.** Concept of Science; science as a process and a product; Impact of Science on society
- 1.2.** Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude
- 1.3.** Contribution of Great Scientists of Science: C.V. Raman, A.P.J. Abdul Kalam, HarGovind Khurana, Louis Pasteur and Einstein

UNIT-2

Aims and Objectives of Teaching Science

- 2.1.** Aims and Objectives of teaching Science in secondary schools (NCF 2005); Bases for the formulation of objectives

- 2.2 Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching science
- 2.3 Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of science.

UNIT-3

Approaches and Methods of Teaching Science

- 3.1. Approaches of Teaching Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching Science: Meaning, steps, advantages and limitations of different methods of teaching science (Lecture-cum-demonstration method, Laboratory Method, problem solving)
- 3.2. Modern Trends in Teaching Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of science

UNIT-4

Curriculum development and Learning Resources

- 4.1 Curriculum: Concept, principles and steps for the curriculum construction
- 4.2 Learning Resources: Text books, characteristics of a good text book, reference books, research journals, e-resources and community resources
- 4.3 Learning Beyond Classroom: Concept, importance, planning and organising co-curricular activities (Science club, science museum, science fair / exhibition)

C. TRANSACTIONAL STRATEGIES

Lecture Method, Classroom discussion, Collaborative work and Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

- 1. Preparation of a concept map on any theme of science and its importance
- 2. Preparation of a life sketch on contribution of any two great scientists from science
- 3. Virtual lab experience in science

4. Pedagogical analysis of a unit of content from the syllabus of science for class VII/IX/X
5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast**ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
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- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching General science*. New Delhi : Dominant Publications.
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SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - I)

PEDAGOGY OF PHYSICAL SCIENCE - I

(PHYSICS AND CHEMISTRY)

Course Code	: BDE-208	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop understanding of the nature of physical science and its interface with society*
- *acquire a conceptual understanding of the pedagogy of physical science*
- *use various methods and approaches of teaching physical science*
- *understand and use the formative and summative methods of evaluation in physical science*
- *acquire a favourable scientific temper towards teaching physical science*

B. COURSE CONTENT

UNIT-1

Introduction to Physical Science

- 1.1. Concept of science and physical science, physical science as a process and a product, Impact of physical science on society
- 1.2. Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude
- 1.3. Contribution of Great Scientists of Physical Science: C.V. Raman, A.P.J. Abdul Kalam, Madam Curie, Einstein, Newton. And Neil Bohr.

UNIT-2

Aims and Objectives of Teaching Physical Science

- 2.1. Aims and Objectives of teaching physical science in secondary schools (NCF, 2005); Bases for the formulation of objectives of teaching physical science

- 2.2. Behavioural Objectives: Meaning importance and steps for preparing behavioural objectives for teaching physical science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of physical science

UNIT-3

Approaches and Methods of Teaching Physical Science

- 3.1. Approaches of Teaching Physical Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching Physical Science: Meaning, steps, advantages and limitations of different methods of teaching physical science (Lecture-cum-demonstration method, laboratory method, problem solving)
- 3.2. Modern trends in Teaching Physical Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of physical science

UNIT-4

Curriculum development and Learning Resources

- 4.1. Curriculum: Concept, principles and steps for the curriculum construction
- 4.2. Learning Resources: Text books, characteristics of a good text book, reference books, research journals, e-resource and community resources
- 4.3. Learning Beyond Classroom: Concept, importance, planning and organising co-curricular activities (science club, science museum, science fair / exhibition)

C. TRANSACTIONAL STRATEGIES

Lecture Method, Classroom discussion, Collaborative work and Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Preparation of a concept map on any theme of physical science and its importance
2. Preparation of a life sketch on contribution of any two great scientists from physical science
3. Presentation of a seminar on virtual lab in physical science
4. Presentation of a seminar followed by group discussion on constructive approach of teaching of physical sciences

5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.

- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Vaidya, N.(1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (2006). *Teaching physical science*. Hyderabad: Neelkamal.
- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - I)

PEDAGOGY OF BIOLOGICAL SCIENCE - I

(BOTANY AND ZOOLOGY)

Course Code	: BDE-209	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *acquire a conceptual understanding of the pedagogy of Biological Science*
- *explain the aims and objectives of teaching biology at secondary level*
- *describe the importance of biology and its correlation with other subjects*
- *state the objectives of teaching biology in behavioural terms*

B. COURSE CONTENT

UNIT-1

Introduction to Biological Science

- 1.1. Biological science : Meaning, Biological-science as a domain of enquiry and exploration; Relationship between Biological science and human development
- 1.2. Scientific Attitude: Meaning, importance, role of Biological science teacher in the development of scientific attitude in students; Qualities of a person possessing scientific attitude
- 1.3. Contributions of Great Scientists: Jagdish Chandra Bose, HarGobind Khurana, , Charles Darwin, Gregor Mendel, Louis Pasteur

UNIT-2

Aims and Objectives of Teaching Biological Science

- 2.1. Aims and Objectives of Teaching of Biological Science in Secondary Schools (NCF, 2005); Bases for the formulation of objectives
- 2.2. Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching biological science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of biological science.

UNIT-3

Approaches and Methods of Teaching of Biological Science

- 3.1. Approaches of Teaching of Biological Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching of Biological Science: Meaning, steps, advantages and limitations of different methods of teaching of Biological science (Lecture-cum-demonstration method, laboratory method, Problem solving)
- 3.3. Modern trends in Teaching Biological Science at Secondary Level:
 - (a) Concept, Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of Biological science

UNIT-4

Curriculum development and Learning Resources

- 4.1 Curriculum: Concept, principles and steps for the curriculum construction
- 4.2 Learning Resources: Text books, characteristics of a good text book, reference books, research journals, e-resources and community resources
- 4.3 Learning Beyond Classroom: Concept, importance, planning and organising co-curricular activities (Science club, Vivarium, Aquarium and Botanical garden)

C. TRANSACTIONAL STRATEGIES

Lecture, Classroom discussion, Collaborative work, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following activities:

1. Preparation of a Life sketch on contribution of any two great Indian scientists from Biological science
2. Preparation of a concept map on any theme of Biological science and its importance
3. Virtual lab experience in Biological science
4. Pedagogical analysis of a unit of content from the syllabus of Biological science for class VII/IX/X
5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**

- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
- Fensham, P.J. (1994). *The content of science: A constructive approach to its teaching and learning*. Washington D.C. : The Falmer Press.
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- Gupta, S.K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House.
- Johnson, D.W., Johnson, R.T. and Stanne, M.E. (2006). *Cooperative learning methods: A meta-analysis*. University of Minnesota Minneapolis: Cooperative centre.
- Kulshreshta, S.P. (1998). *Teaching of biology*. Meerut: Loyal Book Depot.
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- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
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- Rao, D.B. (1997). *Reflections on scientific attitude*. New Delhi: Discovery Publishing House.

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- Yadav, K. (1993). *Teaching of Biological science*. New Delhi: Anmol Publications.
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- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
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B.Ed. **SEMESTER-II** **(For the examination to be held in May, 2021, 2022 and 2023)** **(GROUP - I)** **PEDAGOGY OF SOCIAL SCIENCE - I**

Course Code	: BDE-210	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PS (Pedagogical Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the concept, nature and scope of social science*
- *develop competencies for designing lesson plans as well as tools of evaluation for social science teaching*
- *develop skills in preparation and use of support materials for effective social science teaching*
- *organize co-curricular activities and community resources for promoting social science learning*

B. COURSE CONTENTS

UNIT-1

Introduction to Social Science

- 1.1.** Social Science: Meaning, importance and values of teaching social science
- 1.2.** Difference between social science and social studies; Core areas of social science at elementary and secondary levels
- 1.3.** Contribution of Eminent Social Scientists: Christopher Columbus, Max Weber, Chanakya and Amartya Sen

UNIT-2

Aims and Objectives of Teaching Social Science

- 2.1. Aims and objectives of teaching social science at secondary level (NCF, 2005);
Bases for the formulation of objectives of teaching social science
- 2.2. Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching social science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content in social science

UNIT-3

Approaches and Modern Trends in Teaching Social Science

- 3.1. Methods of Teaching Social Science: Lecture Method, Lecture-cum-Discussion Method, Source Method and Co-operative Learning Method (Meaning, importance, steps, advantages and limitations)
- 3.2. Approaches of Teaching Social Science: Meaning, uses, advantages and limitations of Problem Solving and Constructivist Approaches
- 3.3. Modern Trends in Teaching Social Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarizing a unit and evaluation of students comprehension and steps involved therein
 - (b) Use of technology in teaching social science (virtual lab, social science games and video clippings)

UNIT-4

Lesson Planning for Teaching Social Science

- 4.1. Lesson Planning in Social Science: Meaning, importance and preparation of lesson plan in social science according to Herbartian and RCEM approaches
- 4.2. Preparation of lesson plan in social science according to Constructivist Approach
- 4.3. Models of Teaching Social Science: Meaning, definition, objectives and types; Fundamentals elements of teaching Social Enquiry Teaching Model for Social Science

C. TRANSACTIONAL STRATEGIES

Lecture - cum - discussion, Interactive group discussion, Field trip, Brain storming and Simulation in the form of mock session, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may attempt any one of the following activities:

1. Develop an Action Research Plan on a problem related to teaching and learning in social science
2. Preparation of a diagnostic test in social science on any one unit of the syllabus for class VIII/IX/X
4. Development of an achievement test in social science on any one unit of the syllabus for class VIII/IX
5. Organisation and participation in activities like quiz, mock-parliament, field trip, exhibition or any other co-curricular activity in school.
6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60
	Marks
2. Internal Assessment:	: 40
	Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad (U.P.):Vikas Publishing House.
- Batra, P. (2010). *Social science learning in school perspective and challenges*. New Delhi : Sage.
- Chauhan, S.S. (2008). *Innovations in teaching learning process*. Sahidabad :Vikas Publishing House.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi : APH Publishing Corporation.
- Duplass, J.A. (2009). *Teaching elementary social studies*. New Delhi : Atlantic Publishers.
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- Mangal, U. (2005). *Samajik Shikshan*. New Delhi :Arya Book Depot.
- Sharma, R.A. (2008). *Technological foundation of education*. Meerut : R. Lall Books Depot.
- Sharma, R.N. (2008). *Principles and techniques of education*. New Delhi :Surjeet Publications.
- Singh, Y.K. (2009). *Teaching of history : Modern methods*. New Delhi : APH.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF ENGLISH - I

Course Code : BDE-211	Total Marks	: 100
Credits : 04	External Marks	: 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the nature, scope and functions of language*
- *develop an understanding of psycholinguistic and sociolinguistic perspectives of language*
- *differentiate between concept of language, acquisition and language learning*
- *differentiate between language as a school subject and language as a medium of instruction*
- *reflect on English as a colonial language and English in the post-colonial era*
- *explain the challenges of teaching and learning in India*
- *reflect on Articles 343-351 and 350-A of the Indian Constitution regarding English language*
- *understand the aims and objectives of teaching English at secondary school level*
- *Develop clear understanding of the different types of morphological structure of English language*
- *Write instructional objectives of teaching English prose; poetry and grammar in behavioural terms*

B. COURSE CONTENT

UNIT-1

Fundamentals of Language

- 1.1. Language: Nature, scope and functions; Psycho-linguistic and socio-linguistic perspectives of language

- 1.2. Role of Language in Life: Intellectual, emotional, social and cultural development, Concept of language acquisition and language learning
- 1.3. Home language and school language, medium of understanding multilingual and multicultural classroom, difference between language as a school subject and language as a medium of instruction

UNIT-2

Position of English in India

- 2.1. Role of English language in the Indian Context: English as a Colonial language, English in the post-colonial era
- 2.2. English as a language of knowledge; Position of English as a second language in India
- 2.3. English as a link language in the global context; Challenges of teaching and learning English in India

UNIT-3

Constitutional Provisions and Policies of Language Education

- 3.1. Constitutional Provisions and Policies of Language in India: Position of languages in India with report to Articles 343-351 and 350-A of the Indian Constitution
- 3.2. Recommendations of Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005) for language education
- 3.3. Aims and Objectives of Teaching English at Secondary Level of Education: Skill-based (listening, speaking, reading and writing) and Competency-based (linguistic competence and communicative competence); Instructional objectives of teaching prose, poetry and grammar in behavioural terms

UNIT-4

Elements of English Language

- 4.1. Elements of English Language: Its Structure – Phonological, Morphological and Syntactic; Phonological structure: Mechanism of speech, Phonemes: Vowels and consonants, diphthongs, stress, intonation and rhythm
- 4.2. Morphological Structure of English Language: Meaning, importance and types - Prefixes and suffixes, Free and bound affixes, verb forms, adjectives and

adverbs; Syntactic Structure and Basic Structure; Types of sentences; Assertive, interrogative, imperative, exclamatory and optative

- 4.3. Syntactic Structure: Meaning and importance; types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

C. TRANSACTIONAL STRATEGIES

Planned lectures infused with multimedia/ power point presentations, Group discussion, panel discussion, seminar, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Development of a detailed activity bank for different skill areas for learners
2. Write at least ten instructional objectives in behavioural terms on a topic on English prose for the students of class IX/X
3. Write at least ten instructional objectives in behavioural terms on a topic on English prose for teaching a poem to the students of class IX/X
4. Present a power point presentation on 'Aims and objectives of teaching English at secondary level
5. Write an assignment on the morphological structure of English language
6. Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi :Ratnasagar.
- Allen, H. & Cambell, R. (1972). *Teaching English as second language*. New York : Mcg Raw Hill.
- Amritavatli, R. (1999). *Language as a dynamic text : Essays on language, cognition and communication (CIFL Akshara series)*.Hyderabad : Allien Publishers.
- Bharthi, T. & Hariprasad, M. (2004). *Communicative English*. Hyderabad :Neelkamal Publications.
- Bhatia, K.K. &Kaur, N. (2011). *Teaching and learning English as a foreign language*. New Delhi :Kalyani Publishers.
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- Choudhary, N.R. (2002). *English language teaching*. Mumbai :Himalya Publishing House.
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- Embrey, Stephanine (2015). *The teacher's lesson planner and record book*. New Delhi: Sterling.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
- Grellet, F. (1980). *Developing reading skills*. New York : Cambridge University Press.
- Krashen, D. (1992). *Principles and practice in second language acquisition*. London : Pergamum Press.
- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur :Rawat Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). *Techniques of teaching English*. Hyderabad :Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and methods*. New Delhi :Shipra Publication.
- Swamy, Krishna (2003). *Teaching English*. Patiala : Twenty First Century Publications.
- Tickoo, M.L. (2004). *English Language Teaching in India*. New Delhi: Orient Longman.

B.Ed.
SEMESTER-II
(For the examination to be held in May, 2021, 2022 and 2023)
Pedagogy of Hindi (I)

Course Code : BDE-212
Credits : 04
Course Type : Compulsory

Total Marks : 100
External Marks : 60
Internal Marks : 40

I उद्देश्य

इस पाठ्यक्रम को पढ़ने के पश्चात विद्यार्थी – अध्यापक :

- भाषा की अलग-अलग भूमिकाओं को जान पाएंगे
- स्कूल की भाषा, बच्चों की भाषा और समझ का ज्ञान प्राप्त कर सकेंगे
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर पाएंगे
- हिन्दी भाषा के विविध रूपों को जान पाएंगे
- भाषा के मूल्यांकन की प्रक्रिया पर चर्चा कर पाएंगे

II पाठ्यक्रम की विषय वस्तु

इकाई-1

हिन्दी भाषा अधिगम की प्रक्रिया

- 1.1 भाषा अर्जन की प्रक्रिया : बालक में प्रारम्भिक भाषा अवबोधन, बालक के विकास में भाषा की भूमिका
- 1.2 भाषा शिक्षण प्रक्रिया : भाषा अधिगम प्रक्रिया, भाषा अधिगम के सामान्य सिद्धान्त, दमातृभाषा शिक्षण का अर्थ, स्वरूप, महत्व एवं उद्देश्य
- 1.3 भाषा विज्ञान : स्वर एवं व्यंजन, हिन्दी शब्द भण्डार, उच्चारण भेद, दोष के कारण एवं उपचार, मौखिक अभिव्यक्ति (सामान्य भाषा वार्तालाप)

इकाई-2

हिन्दी भाषा शिक्षण का वाचन एवं लेखन

- 2.1 वाचन प्रक्रिया तथा वाचन के प्रकार
- 2.2 शुद्धवाचन का महत्व एवं प्रयोग, वर्तनी सम्बन्धी अशुद्धियाँ : कारण एवं निवारण
- 2.3 विराम चिन्हों का प्रयोग, लिखित रचना के प्रकार एवं उनका अभ्यास

इकाई-3

हिन्दी भाषा शिक्षण के आवश्यक तत्व एवं उद्देश्य

- 3.1 हिन्दी भाषा : हिन्दी भाषा का उद्भव, विकास तथा महत्व, हिन्दी भाषा की भूमिका तथा विशेषताएं; हिन्दी, मातृभाषा राजभाषा/समपर्क तथा राष्ट्रभाषा के रूप में; त्रिभाषा सूत्र, अन्तर्राष्ट्रीय स्तर पर हिन्दी भाषा का स्थान

- 3.2 मातृभाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य : ज्ञानात्मक उद्देश्य, कौशलात्मक उद्देश्य, सौन्दर्य बोधात्मक उद्देश्य, रचनात्मक उद्देश्य, अभिरूत्तात्मक तथा अभिवृत्तात्मक उद्देश्य
- 3.3 हिन्दी के भाषिक तत्व : वर्ण विचार, मानक हिन्दी वर्णमाला, उच्चारण की दृष्टि से हिन्दी वर्णों का अक्षर, हिन्दी शब्द भण्डार, वाक्य विचार, शब्द और वाक्य की शिक्षण प्रक्रिया

इकाई-4

हिन्दी भाषा शिक्षण के भाषाई कौशलों का विकास

- 4.1 श्रवण कौशल : अर्थ, प्रकार, शैक्षिक क्रिया कलाप; मौखिक अभिव्यक्ति : अर्थ, मौखिक अभिव्यक्ति शिक्षण के उद्देश्य, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियों का निवारण
- 4.2 पठन कौशल : पठन प्रक्रिया, पठन के प्रकार, पठन अभिरूचि का विकास, पठन सम्बन्धी त्रुटियों का निवारण
- 4.3 लिखित अभिव्यक्ति कौशल का विकास : लेखन का महत्व, लेखन की प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण; हिन्दी भाषा शिक्षक – भूमिका, महत्व एवं विशेषताएं

III कार्य सम्पादन रणनीतियां

व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियां, ऑडियो और वीडियो सामग्री आदि का प्रयोग

व्यावहारिक कार्य

विद्यार्थी – अध्यापक निम्नलिखित कार्यों से किसी एक को चुन सकते हैं :

- छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा
- सुनना, बोलना, पढ़ना तथा लेखन कौशल विकसित करने के लिए गेमिंग तथा व्यायाम करना
- लेखन कौशल विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबन्ध एवं भाषण
- बोलने वाले कौशल विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबंध एवं भाषण
- बोलने वाले कौशल विकसित करने पर असाइनमेंट लिखना
- अन्य पूर्व स्वीकृत सम्बन्धित कार्य

IV मूल्यांकन रणनीतियां

अंकों का वितरण निम्न प्रकार से है :

1.	बाहरी परीक्षा	:	60 अंक
2.	आंतरिक मूल्यांकन	:	40 अंक
	क) मध्य अवधि परीक्षा	:	15 अंक
	ख) सत्रीय कार्य	:	10 अंक
*	ग) उपस्थिति	:	05 अंक
	घ) ऑन-लाइन प्रश्नोत्तरी (Quiz)	:	10 अंक

* उपस्थिति के अंकों का वितरण इस प्रकार है :

क्रम संख्या	प्रतीशत उपस्थिती	अधिकतम अंक
1.	95% और इससे अधिक	05
2.	90% - 94%	04
3.	85% - 89%	03
4.	80% - 84%	02

V प्रश्न – पत्र के निर्देश

- प्रश्न-पत्र में 09 प्रश्न होंगे। प्रश्न संख्या 01 का उत्तर देना अनिवार्य होगा और इसमें चार लघु-प्रश्न होंगे। लघु-प्रश्न पूर्ण पाठ्य क्रम से होंगे। हर लघु-प्रश्न का उत्तर 50-75 शब्दों देना है। अनिवार्य प्रश्न 12 अंकों का होगा।
- बाकी आठ (08) प्रश्न निबन्ध प्रकार/दीर्घ-उत्तर (02 प्रश्न हर इकाई से लिए जाएंगे) पूर्ण पाठ्य-क्रम से लिए जाएंगे।
- विद्यार्थी हर इकाई से एक प्रश्न चुनते हुए चार प्रश्नों के उत्तर देगा।
- इस प्रकार विद्यार्थी कुल 05 प्रश्नों के उत्तर देगा।
- हर दीर्घ-उत्तर 400-600 शब्दों का होगा।
- हर दीर्घ-उत्तर 12 अंकों का होगा।
- प्रश्न-पत्र कुल 60 अंकों का होगा।
- उत्तीर्णात्मक अंक 24 (40%) होंगे।
- परीक्षा की अवधि 3 घंटे होगी।



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF URDU -I

Course Code	: BDE-213	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain different roles of a language*
- *develop understanding of the aims of teaching Urdu prose, poetry and grammar*
- *develop understanding of different methods of teaching Urdu*
- *teach prose and poetry to the students of secondary classes*
- *develop diagnostic and remedial skills in teaching Urdu*
- *write behavioural objectives for teaching Urdu prose, poetry and composition*

B. COURSE CONTENT

UNIT-1

Language Learning

- 1.1. Language: Nature, scope and functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2. Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and child's language
- 1.3. Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

UNIT-2

Origin and Development of Urdu Language

- 2.1. Origin and development of Urdu language in India and its present status, objectives of teaching Urdu at secondary level
- 2.2. Urdu Language: Its importance as a regional language, relation of Urdu with other languages; Urdu as a keeper of the cultural heritage, role of Urdu in the development of moral and spiritual values
- 2.3. Contribution of Eminent Urdu Writers and Poets: Meer Taqui Meer, Meer Aman, Ratan Nath Sarshar, Firaq Gorakhpuri and Parveen Shakar

UNIT-3

Elements of Urdu Language

- 3.1. Elements of Urdu Language: Its structure - phonological, morphological and syntactic, Phonological structure: Mechanism of speech, Pronunciation, Phonemes: Vowels and consonants, Diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and Types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition Skills and Behavioural Objectives

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing skills; Skills of Listening and Speaking – Sub-skills of listening and speaking; Materials and resources for developing listening and speaking skills: Storytelling, dialogue, situational conversation, role play simulation, language laboratory, multi-media resources
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Urdu - Prose, poetry and composition
- 4.3. Skill of Writing: Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, reports, dialogue, speech, advertisement etc.

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Visit to school/s to study problem of communication among students
2. Organise group discussion on the role of Urdu language and its importance in free India
3. Assignment on gaming for the development of skills of listening, reading and writing Urdu language
4. Analysis of advertisements aired on radio / television on the basis of language and gender
5. Presentation of a seminar on the development of skill of speaking Urdu
6. Comparative study of positive features and weaknesses of different approaches to learning Urdu language
7. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Abdullah, Saleem (1986) *Urdu kaise padhayen*. Aligarh : Educational Publishing House.
- Ansari, Akhter (1970). *Ghazal aur ghazalkitaleem*. New Delhi : Taraqqi-e-Urdu, Board.
- Ansari, Akhter (2001). *Ghazal aur ghazalkitaleem*. New Delhi : National Council for Promotion of Urdu Language.
- Ansari, Akhter (1980). *Studies in language and language teaching*. Aligarh : Friends Book House.
- Ashrafi, Wahaab (2005). *Tareekh adab-e-Urdu*, Part I, II and III. New Delhi : Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zuban aur uskitaleem*. Lahore : Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi : Urdu KitabGhar.
- Hussain, Sajid (1993). *Urdu aur usketadrees*. Karachi : Rabbar Publishers.
- Jalbi, Jameel (1992). *Tareekh adab-e-Urdu*, Part I and II. New Delhi : Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaafkitadrees*. New Delhi : National Council for Promotion of Urdu.
- Khan, R.H. (1974). *Urdu imla*. New Delhi : Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001) : *Zubanaurqawaid*. New Delhi : National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnuma kitab for teachers*. New Delhi : National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaida aur insha*. New Delhi : National Council for Educational Research and Training.
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- NCERT (2015). *Urdu darsiyat (urdupadagogy)*. New Delhi : National Council for Educational Research and Training.
- Saleem, Mohd. Qamar (2015). *Fan-e-tadrees-e-urdu*. New Delhi : National Council for Promotion of Urdu.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF DOGRI - I

Course Code	: BDE-214	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain different roles of a language*
- *understand the relation between knowledge of language and child development*
- *differentiate between language as a school subject and language as a medium of instruction*
- *understand the importance and role of Dogri language*
- *formulate behavioural objectives for teaching Dogri prose, poetry and grammar*

B. COURSE CONTENT

UNIT-1

Language Learning

- 1.1. Language: Nature, scope and functions; Language: Nature, scope and functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2. Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and home language; medium of understanding, multilingual and multi-cultural classroom, difference between language as a school subject and language as a medium of instruction
- 1.3. Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

UNIT-2

Origin and Development of Dogri Language

- 2.1. Origin and development of Dogri language in India and its present status, objectives of teaching Dogri at secondary level
- 2.2. Dogri Language: Its importance as a regional language, relation of Dogri with other languages; Dogri as a keeper of the cultural heritage, role of Dogri in the development of moral and spiritual values
- 2.3. Contribution of K.S. Madhukar, Krishan Smailpuri, Mohan Lal Spolia, Bhagwat Prasad Sathe, Padma Sachdev, Deenu Bhai Pant, Champa Sharma, Narsingh DevJamwal, Lalit Mangotra, Inderjeet Kesar, Jitender Udhamपुरi, Yash Sharma and Om Goswami in enriching Dogri language

UNIT-3

Elements of Dogri Language

- 3.1. Elements of Dogri Language: Its structure - Phonological, morphological and syntactic; Phonological structure: Mechanism of speech, Pronunciation, Phonemes - Vowels and consonants, diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition Skills and Behavioural Objectives

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure for the acquisition of these skills
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Dogri - Prose, poetry and composition
- 4.3. Curriculum: Meaning, importance and principles of preparing good curriculum for Dogri at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Dogri

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Visit to school/s to study problem of communication among students
2. Organise group discussion on the role of Dogri language and its importance in free India
3. Assignment on gaming for the development of skills of listening, reading and writing Dogri language
4. Analysis of advertisements aired on radio / television on the basis of language and gender
5. Presentation of a seminar on the development of skill of speaking Dogri
6. Comparative study of positive features and weaknesses of different approaches to learning Dogri language
7. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Goswami, Om (2012). *Merikavya kahani*. Jammu : Hybro Publications.
- Jamwal, Narsingh Dev (2011). *Khoo samhale bhavshuale*. Jammu :Kamla Prakashan.
- Kesar, Inderjeet (2008). *Nimma nimma hassa*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2012). *Likhat*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2013). *Bhagirath*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2014). *Soch terangaan*. Jammu : Jai Mata Prakashan.
- Magotra, Lalit (2009). *Chetein Diyan Galiyan*. Jammu :Divitya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai :DarshanPrakashan.
- Sapolia, Mohan Lal (1988). *Sodh samundran dee*. Jammu :Tripta Prakashan.
- Sapolia, Sita Ram (2006). *Chaanani de athroon*. Samba, Jammu :Sita Ram Sapolia.
- Sharma, Champa (2004). *Chetein dee rohl*. Jammu :Manavi Prakashan.
- Sharma, Yash (2011). *Boond treloo dee*. Jammu : DD Reprographics.
- Udhamपुरi, Jitender (1999). *Dil darya khali khali*. Jammu :Nami Dogri Sanstha.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF Punjabi -I

Course Code	: BDE-215	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain different roles of a language*
- *understand the relation between knowledge of language and child development*
- *differentiate between language as a school subject and language as a medium of instruction*
- *understand the importance and role of Punjabi language*
- *formulate behavioural objectives for teaching Punjabi prose, poetry and grammar*

B. COURSE CONTENT

UNIT-1

Language Learning

- 1.1. Language: Nature , scope an functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2. Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and home language; medium of understanding, multilingual and multi-cultural classroom, difference between language as a school subject and language as a medium of instruction
- 1.3. Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

UNIT-2

Origin and Development of Punjabi Language

- 2.1. Origin and development of Punjabi language in India and its present status, objectives of teaching Punjabi at secondary level
- 2.2. Punjabi Language: Its importance as a regional language, relation of Punjabi with other languages; Punjabi as a keeper of the cultural heritage, role of Punjabi in the development of moral and spiritual values
- 2.3. Contribution of Baba Farid, Bulleh Shah, Shah Hussain, Waris Shah, Bhai Veer Singh, Amrita Pritam, Mohan Singh, Shiv Kumar Batalvin enriching Punjabi language

UNIT-3

Elements of Punjabi Language

- 3.1. Elements of Punjabi Language: Its structure - Phonological, morphological and syntactic, Phonological structure: Mechanism of speech, Pronunciation, Phonemes: Vowels and consonants, Diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition of Language Skills

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure for the acquisition of these skills
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Punjabi - Prose, poetry and composition
- 4.3. Curriculum: Meaning, importance and principles of preparing good curriculum for Punjabi
at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Punjabi

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Visit to school/s to study problem of communication among students
2. Use of gaming for the development of skills of listening, speaking, reading and writing Punjabi language
3. Organise group discussion on the role of Punjabi language and its importance in free India
4. Assignment on the development of skill of speaking Punjabi language
5. Presentation of a seminar on the development of skill of speaking Punjabi
6. Comparative study of positive features and weaknesses of different approaches to learning Punjabi language
7. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Gurusar Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatrabhasha di shikhyavidhi*. Jalandhar : New Book Company
- Kang, A.S. (1999). *Aatharveensadi da chonvansahvitya*. New Delhi : National Book Trust
- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
- Safaya, R.N. (1992). *Punjabi shikshavidhi*. Jawahar :DhanpatRai and Sons
- Singh, Gurdev (1971). *Gurmukhi lipibaray*. Ludhiana : Lahore Book Depot
- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badalday jhukaavan da adhyan*. Ludhiana : Lahore Book Depot



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

(GROUP - III)

PEDAGOGY OF MATHEMATICS - I

Course Code	: BDE-216	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the nature of mathematics and its historical development*
- *describe the objectives of teaching mathematics at secondary school level*
- *explain different methods of teaching mathematics*
- *formulate instructional objectives for teaching mathematics*
- *explain the strategies of teaching mathematics*

B. COURSE CONTENT

UNIT-1

Nature and Values of mathematics

- 1.1. Mathematics: Meaning, nature, importance and value of mathematics, contribution of Vedic mathematics
- 1.2. Historical development of number system and notations in mathematics; Correlation of mathematics with other school subjects
- 1.3. Contribution of great mathematicians-Aryabhata, Bhaskaracharya, Ramanujan, Pythagoras and Euclid

UNIT-2

Aims and Objectives of Teaching Mathematics

- 2.1. Aims and objectives of teaching mathematics at secondary level according to NCF(2005)
- 2.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; Formulation of instructional objectives in behavioural terms in mathematics
- 2.3. Writing learning objectives and teaching points of the content areas in mathematics (Algebra, Geometry, Mensuration's etc.)

UNIT-3

Methods of Teaching Mathematics

- 3.1. Meaning of methods and strategies of teaching, difference between the two
- 3.2. Methods of Teaching Mathematics (I): Inductive-Deductive, Analytic-Synthetic, Collaborative methods
- 3.3. Methods of Teaching Mathematics (II): Laboratory Method, Project Method and Constructivist Approach

UNIT-4

Strategies of Teaching Mathematics

- 4.1. Oral, written and drill strategies
- 4.2. Activity-based learning, co-operative and collaborative learning strategies
- 4.3. Brain - storming, Computer Assisted Instruction (CAI) and Mastery Learning Strategies of teaching mathematics

C. TRANSACTIONAL STRATEGIES

Lecture, lecture-cum-discussion, learning by doing, group activity, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Develop a topic that meets NCERT's Position Paper of National Focus Group on Teaching Mathematics
2. Prepare a report based on the contribution of great Indian mathematicians
3. Prepare report on the contribution of Vedic mathematics
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- Carey, L.M. (1988). *Measuring and evaluating school learning*. Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching mathematics*. New Delhi :Sage.
- Chapman, L.R. (1970). *The process of learning mathematics*. New York: Pergamon Press.

- David, A.H., Maggie, M.K. & Louann, H.L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Canada: Amazon Books.
- David, W. (1988). *How children think and learn*. New York: Blackwell Publishers.
- Gupta, H. N. & Shankaran, V. (Ed.). (1984). *Content-cum-methodology of teaching mathematics*. New Delhi :NCERT.
- Ediger, M. and Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- James, A. (2005). *Teaching of mathematics*. Hyderabad :Neelkamal Publication.
- Keeley, P. K. & Cheryl, T. R. (2011). *Mathematics formative assessment*. Canada: Sage Publications.
- Kothari, R.G. and Mistry, H.S. (2012). *Diagnosis of learning difficulties on radious and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G. and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (2009). *Teaching of mathematics*. New Delhi: Anmol Publications.
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- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
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- NCTE (2009). *National curriculum framework for teacher education*. New Delhi : NCTE.
- Nemeth, A. (1973). *Nemeth code for mathematics and scientific notation*. Loviseville: American Printing House.
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- Paul, Chambers (2008). *Teaching mathematics*: Saga Publication.
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B.Ed.
SEMESTER-III
(For the examinations to be held in December, 2021, 2022 and 2023)

ENVIRONMENTAL EDUCATION

Course Code	: BDE-301	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand environmental education and its linkage with climate change*
- *appreciate the role of environmental education in promoting clean and green environment.*
- *understand the importance of natural resources and the need for conservation.*
- *understand the concept of sustainable resources*

B. COURSE CONTENT

UNIT-1

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental Education: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-2

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-3

- 3.1. Sustainable Development: Meaning, aims, principles and strategies for sustainable development
- 3.2. Methods of Teaching Environmental Education: Field trips, group discussion and project work

C. PRACTICUM-Cum-SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Preparation of a folder on climate change and human health
2. Preparation of a project on biodiversity, pollution and deforestation
3. Plant a sapling and monitor its growth
4. Visit to a stagnant water and identify the larva which leads to mosquitoes
5. Make posters and slogans on effects of climate change on human body
6. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

E. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**

- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30**.
- **Minimum pass marks shall be 12 (40%)**.
- **Duration of the examination shall be 2 Hours**.

G. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Agarwal. A. et al. (Ed.) (2001) *Green politics : Global environment negotiations*. New Delhi : Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment : Discovering the urban reality*. New Delhi : Orient Longman.
- Dani, H.M. (1996). *Environmental education*. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). *Environmental concerns and strategies*. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). *Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific*. Jaipur : Pointer Publications.
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- McCormik, John (1995). *The global environmental movement*. New York : John Wiley.
- Mohanty, S.K. (1998). *Environmental and pollution law manual*. New Delhi : Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). *The handbook of environmental education*. London :Routledge.
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- Singh, R.B. and Mishra, Suresh (1996). *Environmental law in India : Issues and responses*. New Delhi : Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi :Anmol Publications.

- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). *Natural environment and constitution of India*. New Delhi :Ashish Publishing House.



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B.Ed.

SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

GENDER, SCHOOL & SOCIETY

Course Code	: BDE-302	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Compulsory	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop basic understanding with key concepts of gender, gender bias, gender stereotype*
- *develop an understanding of the gendered roles in society and their challenges*
- *develop an understanding of the inequality and disparities in equal opportunities in education in societal context*
- *understand the gradual paradigm shift from women studies to gender studies*

B. COURSE CONTENT

UNIT-1

- 1.1. Gender: Issues, problems, stereotyping and empowerment
- 1.2. Equity and equality in relation to caste, class, religion, ethnicity, disability and region

UNIT-2

- 2.1. Access to Education: Inequalities and resistance (Issues of access, retention and exclusion)
- 2.2. Challenging Gender Inequalities: The Role of teachers, schools and community

UNIT-3

- 3.1. Historical Backdrop: Significant landmarks from social reform movements of century highlighting need for gender equalities; Role of media and teacher in propagation of gender equality in schools and society and its present status
- 3.2. Paradigm shift from women's studies to gender studies

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

Analysis of textual materials from the perspective of gender bias and stereotype

Or

Seminar on any one of the following themes:

1. Issue of equity and gender equality in Indian society
2. Recommendations of different commissions in India regarding gender equalities
3. Portrayal of women in print and electronic media
4. Violation of rights of females in India
5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Acker, S. (1994). *Gendered education: Sociological reflection on women, teaching and feminism*. London : Open University Press.
- Ambasht et al. (1971). *Developmental needs of tribal people*. New Delhi : NCERT.
- Bal, Gurpreet (Ed.) 2016. *Contemporary gender issues: Identity, status and empowerment*. Jaipur :Rawat Publication.
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- Beasley, Chris (1999). *What is feminism: An introduction to feminist theory*. New Delhi : Sage.
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- David, Mirrian E. (1980). *State, family and education*. London :Routledge.
- Dubey, Leela (1997). *Women and kinship : Comparative perspectives on gender in South and South-East Asia*. New York: United Nations University Press.
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MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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B.Ed.
SEMESTER-III
(For the examination to be held in December, 2021, 2022 and 2023)

EDUCATIONAL TECHNOLOGY

Course Code : BDE-303	Total Marks : 50
Credits : 02	External Marks : 30
Course Type : Compulsory	Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the nature, scope and functions of educational technology*
- *compare the software approach with the hardware approach to educational technology*
- *understand different types of instructional strategies and modes of development of self-learning material*
- *develop necessary skills in the use of media utilization and applications in the teaching-learning process*
- *explain models of communication*
- *describe characteristics of effective communication*

B. COURSE CONTENT

UNIT-I

- 1.1.** Educational Technology: Concept, need, scope and functions of educational technology
- 1.2.** Development, Types and Approaches of Educational Technology: Hardware and software, multimedia and mass media approach, systems approach

UNIT II

- 2.1.** Instructional Strategies: Concept and types – lecture, team teaching, discussion, panel discussion, seminars & tutorials

- 2.2. Programmed learning: Concept, origin and principles of Programmed learning; Steps involved in construction of linear, branching and mathetic styles of programming, their merits and demerits

UNIT III

- 3.1. Communication: Concept, process and types, models of communication, barriers and remedial measures for better communication.
- 3.2. Classroom Communication: Concept, process, interaction, characteristics of effective classroom communication

C. INSTRUCTIONAL STRATEGIES

Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following activities:

1. Collecting information regarding Central Institute of Educational Technology (CIET)
2. Developing 10 linear style frames on one topic from one pedagogy/teaching subject
3. Preparation of a list of tools and techniques of teaching through technology
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. (1999). *Encyclopedia of educational technology*. Vol I-IV.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi: Black Prints.
- Aggarwal J.C. & Das, R.C. (1993): *Educational technology – A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bhatt, B.D. and Prakash (2009). *Essential of educational technology*. New Delhi: Prentice Hall.
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- Pandey, K.P. (1980). *A first course in instructional technology*. Gaziabad: Amitash Prakashan.
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B.Ed.

SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

LANGUAGE ACROSS THE CURRICULUM

Course Code : BDE-304
Credits : 02
Course Type : Compulsory

Total Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the functions and features of language*
- *describe the hierarchical status of Indian languages*
- *explain the role of mother tongue and school language in classroom*
- *explain the types of reading*
- *develop competency towards multi-lingual classroom*

B. COURSE CONTENT

UNIT-1

- 1.1. Language as a Tool of Communication: Features, and functions of language, relationship between language and society-identity, power and discrimination
- 1.2. Language in India: Hierarchical Status of Indian languages, Constitutional provisions and language policy (Article 345-351, 350-A) and their effect on classroom dynamics

UNIT-2

- 2.1. Multi-lingualism in Indian Classrooms: Nature, role of mother tongue and school languages in classroom transactions and competencies of a teacher to cater to a multi-lingual classroom

- 2.2. Distinction between language as a school subject and language as a means of learning and communication, role of questioning and discussion in classrooms

UNIT-3

- 3.1. Development of skills of language (listening, speaking, reading and writing), listening skills-developing pronunciation using phonetic drills, developing vocabulary by listening
- 3.2. Reading and Writing Skills: Concept, importance of reading, types of reading – intensive, extensive, loud and silent reading for comprehensive fluency and thinking, defects in writing, characteristics of good handwriting, cursive writing and effective integration of four language skills

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Google classroom

D. SESSIONAL WORK

The student-teachers may undertake anyone of the following activities:

1. Review of one article from the content areas – literature, social sciences, sciences etc.
2. Preparation of a plan to use multi-lingualism as a strategy in the classroom transaction.
3. Debate and discussion in classroom on different national and international issues and writing report thereof.
4. Writing a book review with the focus on, technical aspects of language and meaning conveyed in the text.
5. Writing a news item for academic and co-curricular activities held in the institution.
6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Hengh, A. Sieruhn and P. Pluddemonn (Eds) *Multilingual education for South Africa* Johannesburg: Heinemann.
- Agnihotri, R.K. and Khanna, A.L. (Eds.) (1994) *Second language acquisition*. New Delhi : Sage.
- Butler, A. and Turbill, J. (1984). *Towards reading – writing classroom*. New York: Primary English Teaching Association, Cornell University.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
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- Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. New Delhi: National Book Trust.
- Yule, G.C. (2006). *The Study of language* New Delhi : Cambridge University Press.



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B.Ed.

SEMESTER-III

(For the examination to be held in December 2021, 2022 and 2023)

SCHOOL INTERNSHIP - I

Course Code : BDE – 305
Credits : 07
Course Type : Compulsory

Max. Marks : 100
Internal Marks : 100

OBJECTIVES

To enable pupil-teachers to develop:

- *professional competencies*
- *understanding of school functioning and school innovations*
- *leadership qualities*

S. No.	Components	Marks
01.	Micro Teaching Practice. (20 Micro lessons , 2 lessons of each skill) in the opted subject <ul style="list-style-type: none">• Skill of Reinforcement• Skill of Stimulus Variation• Skill of Questioning• Skill of Explanation• Skill of Illustrations with examples and visuals.	20
02.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60
03.	Peer Group Observation (10 lessons) 5 in each subject as opted by the teacher trainee	10
04.	Two Criticism Lessons (1 lesson in each subject).	10
Total		100



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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - I)

PEDAGOGY OF SCIENCE – II

Course Code : BDE-307	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *Understand the planning for the establishment of science laboratory*
- *explain the importance of using charts and models in teaching science to the secondary school students*
- *prepare lesson plan for teaching science according to Herbartian, RCEM and Constructive Approaches*
- *explain the use of formative and summative methods of evaluation in science*
- *develop understanding of the importance of professional growth and development of science teacher*

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

- 1.1. Science Laboratory: Objectives, Planning, and Organizing science laboratory for science; Organising and conducting practical work
- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits

- 1.3** Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

UNIT-2

Lesson Planning for Teaching Science

- 2.1.** Lesson Planning for Teaching Science: Meaning, Importance and Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches
- 2.2.** Unit Planning for Teaching Science: Meaning, Importance and Steps of Unit plan in General Science.
- 2.3** Preparation of lesson plans for Teaching Science according to Herbartian, RCEM and Constructivist Approaches

UNIT-3

Evaluation of Learning in General Science

- 3.1.** Evaluation of Learning in Science: Concept, need and importance of Evaluation in General Science. Types of Evaluation (Formative and Summative)
- 3.2.** Comprehensive and Continuous Evaluation in science: Meaning, features and important functions
- 3.3** Evaluation tools: Achievement and Diagnostic Test, Development of achievement and diagnostic tests, Remedial/ Enrichment measures

UNIT-4

Professional Development of General Science Teacher

- 4.1** Science Teacher: Qualities of a good science teacher
- 4.2.** Types of pre-service and in service professional development programme and its need for science teachers
- 4.3.** Professional Growth of Science Teachers: Role of reflective practices in the professional growth of teachers teaching science at secondary level

C. TRANSACTIONAL STRATEGIES

Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

D. SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from science for any class (VIII/IX/X)
3. Seminar on Experiential learning in science
4. Preparation of Low cost/ improvised teaching Aid
5. Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**

- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
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- Gupta, S.K. (1981). *Teaching of general science in secondary schools*. New Delhi: Sterling Publishers.
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- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
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- Rao, V.K. (2004). *Science education*. New Delhi: APH.
- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
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- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching general science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (2006). *Teaching general science*. Hyderabad: Neelkamal.
- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.



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B.Ed.

SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - I)

PEDAGOGY OF PHYSICAL SCIENCE – II

(PHYSICS AND CHEMISTRY)

Course Code	: BDE-308	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *Understand the planning for the establishment of physical science laboratory*
- *explain the importance of using charts and models in teaching physical science to the secondary school students*
- *prepare lesson plan in physical science according to Herbartian Approach, RCEM Approach and Constructive Approach*
- *explain the use of formative and summative methods of evaluation in physical science*
- *develop understanding of the importance of professional growth and development of physical science teacher*

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

- 1.1. Science Laboratory: Objectives, Planning, and Organizing science laboratory for physical science; Organising and conducting practical work
- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits
- 1.3. Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

UNIT-2

Lesson Planning for Teaching Physical Science

- 2.1. Lesson Planning for Teaching Physical Science: Meaning, Importance and Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches
- 2.2. Unit Planning for Teaching Physical Science: Meaning, Importance and Steps of Unit plan in Physical Science.
- 2.3. Preparation of lesson plans for Teaching Physical Science according to Herbartian, RCEM and Constructivist Approaches

UNIT-3

Evaluation of Learning in Physical Science

- 3.1. Evaluation of Learning in Physical Science: Concept, need and importance of evaluation in Physical Science; Types of evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Physical Science: Meaning, features and procedure
- 3.3. Evaluation Tools: Achievement and Diagnostic Tests, Development of achievement and diagnostic tests, Remedial/ Enrichment measures

UNIT-4

Professional Development of Physical Science Teacher

- 4.1. Physical Science Teacher: Qualities of a good physical science teacher
- 4.2. Types of pre-service and in-service professional development programme and its need for physical science teachers
- 4.3. Professional Growth of Physical Science Teachers: Role of reflective practices in the professional growth of teachers teaching physical science at secondary level

C. TRANSACTIONAL STRATEGIES

Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from physical science for any class (VIII/IX/X)
3. Seminar on Experiential learning in Physical science

4. Preparation of Low cost/ improvised teaching Aid

5. Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: DhanpatRai.
- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Commonwealth Publishers.

- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: VinodPustakMandir.
- Sood, K.J. (1989). *New Directions in science teaching*. Chandigarh: Kohli Publishers.
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B.Ed.

SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - I)

PEDAGOGY OF BIOLOGICAL SCIENCE - II

(BOTANY AND ZOOLOGY)

Course Code : BDE-309	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *Understand the planning for the establishment of biological science laboratory*
- *explain the importance of using charts and models in teaching biological science to the secondary school students*
- *prepare lesson plan in biological science according to Herbartian Approach, RCEM Approach and Constructive Approach*
- *explain the use of formative and summative methods of evaluation in biological science*
- *develop understanding of the importance of professional growth and development of biological science teacher*

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

- 1.1. Science Laboratory: Objectives, Planning, and Organizing science laboratory for Biological science; Organising and conducting practical work

- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits
- 1.3. Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

UNIT-2

Lesson Planning for Teaching Biological Science

- 2.1. Lesson Planning for Teaching Biological Science: Meaning, Importance and Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches
- 2.2. Unit Planning for Teaching Biological Science: Meaning, Importance and Steps of Unit plan in Biological Science
- 2.3. Preparation of lesson plans according to Herbartian, RCEM and Constructivist Approaches

UNIT-3

Evaluation of Learning in Biological Science

- 3.1. Evaluation of Learning in Biological Science: Concept, need and importance of Evaluation in Biological Science. Types of Evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Biological science: Meaning, features and important functions
- 3.3. Evaluation tools: Achievement and Diagnostic Test, Development of achievement and diagnostic tests, Remedial/ Enrichment measures

UNIT-4

Professional Development of Biological Science Teacher

- 4.1. Biological Science Teacher: Qualities of a good Biological science teacher
- 4.2. Types of pre-service and in service professional development programme and its need for Biological science teachers
- 4.3. Professional Growth of Biological Science Teachers: Role of reflective practices in the professional growth of teachers teaching Biological science at secondary level

C. TRANSACTIONAL STRATEGIES

Lecture-cum-Demonstration, Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:.

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from biological science for any class (VIII/IX/X)
3. Seminar on Experiential learning in Biological science
4. Preparation of Low Cost/ Improvised teaching aid
5. Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**

- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
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- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF SOCIAL SCIENCE - II

Course Code	: BDE- 310	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S.(Pedagogical Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the utility of globe, time line, maps and atlas in teaching of social science*
- *use LCD projectors in teaching social science*
- *establish a social science room*
- *establish a social science club*
- *explain the history of freedom movement in India*

B. COURSE CONTENTS

UNIT-1

Instructional Aids for Teaching Social Science

- 1.1. Meaning, Use, Merits and Limitations of: Globe, time line, map, atlas in teaching of social science
- 1.2. Meaning, Use, Merit and limitations of Pictures, Charts, Graphs, Models
- 1.3. Use of LCD-Projector, OHP, Computer, Film strips in teaching of social science at secondary level of education

UNIT-2

Text Book and Social Science Room in Teaching Social Science

- 2.1. Text-book of Social Science: Meaning, characteristics of a good text-book of social science, analysis of text-books in social science
- 2.2. Social Science Room: Concept, need, importance and layout of social science room; Social Science Club – Concept, need, organisation and activities of social science club
- 2.3. Curricular Activities in Social Science: Meaning, importance, types, guiding principles for organising co-curricular activities

UNIT-3

Evaluation of Learning in Social Science

- 3.1. Evaluation of Learning in Social Science: Concept, need and importance of evaluation in social science; Types of evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Social Science: Meaning, features and procedure
- 3.3. Evaluation Tools: Achievement and Diagnostic Tests, Development of achievement and diagnostic tests; Remedial / Enrichment measures

UNIT-4

Professional Development of Social Science Teacher

- 4.1. Social Science Teacher: Qualities of a good social science teacher
- 4.2. Need for In-service professional development programme (seminar, refresher course) for social science teachers
- 4.3. Professional Growth of Social Science Teachers: Role of reflective practices in the professional growth of teachers teaching social science at secondary level

C. TRANSACTIONAL STRATEGIES

Lecture - cum - discussion, Interactive group discussion, guided self-study, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may attempt any one of the following activities:

1. Critical analysis of a social science text book of secondary classes
2. Critical analysis of social science curriculum of secondary classes
3. Conduct survey of social issues, social structure of the society
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words

- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad (U.P.):Vikas Publishing House.
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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

PEDAGOGY OF ENGLISH - II

Course Code : BDE-311	Total Marks	: 100
Credits : 04	External Marks	: 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- explain the activities for developing listening and speaking skills
- describe the types of reading
- explain phrasing and skimming techniques of increasing speed of reading
- explain guided, free and creative writing
- understand the interactive approach to teaching English
- explain procedure for 7E's Constructivist Approach of teaching English to secondary school students
- differentiate between an approach and a method of teaching
- prepare lesson plans for teaching English according to Herbartian, RCEM and Constructivist Approaches
- describe the characteristics of a good English text book
- explain the need and importance of conference and seminar in enhancing competencies of teachers teaching English language

B. COURSE CONTENT

UNIT-1

Development of Language Skills (Listening, Speaking, Reading, Writing, Study Skills)

- 1.1. Listening and Speaking: Concept, significance and activities to develop listening and speaking and their evaluation

- 1.2. Reading: Concept, methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary); Techniques of Increasing speed of reading (Phrasing, Skimming, Scanning) and its evaluation
- 1.3. a) Writing: Concept, types of composition (Guided, Free and Creative); Evaluation of composition, letter writing (Formal and Informal)
- b) Study Skills: Concept, types (Note taking and making); Reference Skills (Dictionary, Encyclopedia)

UNIT-2

Approaches to Teaching English:

- 2.1. Constructivist Approach (7E's) : Meaning, principles of constructivism, Procedure for 7E's and Instructional Model for teaching English (Elicit, Engage, Explore, Explain, Elaborate, Evaluate and Extend)
- 2.2. Community Approach : Meaning, procedure, expository narration and dramatization
- 2.3. Interactive Approach : Meaning, procedure, questioning and discussion

UNIT-3

Methods of Teaching and Lesson Planning

- 3.1. Methods of Teaching English: Direct, bilingual, PPP(Presentation, practice and production), computer assisted language teaching methods; Approaches, techniques of teaching English, difference between an approach and a method.
- 3.2. Lesson planning - Meaning, importance, types of plans (yearly and unit plans) for teaching prose, poetry and steps for the preparation of lesson plans for teaching English using Herbartian, RCEM and Constructivist approaches
- 3.2. Evaluation in English in terms of cognitive, affective and psycho-motor behavioural developments; Types of evaluation (Formative and summative), essay type, short answer and objective type; Diagnostic tests; Error analysis and remedial teaching

UNIT-4

Curriculum Resources and Professional Development of Teachers

- 4.1. Curriculum: Concept, principles and steps for curriculum construction
- 4.2. Resources for teaching and learning English: Text books work books, teacher's hand books. (Meaning, importance and qualities), chart, picture, flash cards, flannel board, CD players, radio, newspaper, magazine, chalk-board, language laboratory and language games; use of community resources and media for language development; Uses of audio-visual aids in teaching of English.

- 4.3. Professional development of teachers teaching English language (Meaning, need and importance); Professional growth of English language teacher – Meaning, need and importance; Role of conference, seminar and workshop in enhancing competencies of teachers teaching English language

C. TRANSACTIONAL STRATEGIES

Planned lectures infused with multimedia/ power point presentations, Group discussion, panel discussion, seminar, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Design teaching programme based on error analysis
2. Develop an Action Research Plan for measuring the effectiveness of a given approach of teaching English for any class
3. Presentation of a seminar on Constructive Approach for teaching English to the students of class IX/X
4. Analytic study of a prominent literary work (novel, poetry, short story)
5. Translation of one Hindi / Urdu / Punjabi article in English
6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi : Ratnasagar.
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- Krashen, D. (1992). *Principles and practice in second language acquisition*. London : Pergamum Press.
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B.Ed.
SEMESTER-III
(For the examination to be held in December 2021, 2022 and 2023)

Pedagogy of Hindi (II)

Course Code : BDE-312

Credits : 04

Course Type : Compulsory

Total Marks : 100

External Marks : 60

Internal Marks : 40

I उद्देश्य

इस पाठ्यक्रम की विषय वस्तु को पढ़ने के पश्चात विद्यार्थी—अध्यापक :

- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध बना पाएंगे
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढाल पाएंगे
- सहायक सामग्री के प्रयोग एवं उपयोगिता को भली प्रकार से जान पाएंगे
- हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जान पाएंगे
- भाषा के मूल्यांकन की प्रक्रिया जान पाएंगे

II पाठ्यक्रम की विषय वस्तु

इकाई—1

हिन्दी भाषा शिक्षण, साधन और सामग्री

- 1.1 दृश्य—श्रव्य सहायक साधनों का अर्थ, महत्त्व एवं उद्देश्य; हिन्दी शिक्षण हेतु विभिन्न दृश्य—क्षव्य सामग्री का चयन एवं उपयोग
- 1.2 पाठ्य—पुस्तक का महत्त्व एवं आदर्श पाठ्य पुस्तक के गुण
- 1.3 भाषा शिक्षण में पुस्तकालयों की उपयोगिता एवं व्यवस्था; हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण

इकाई—2

हिन्दी भाषा शिक्षण की योजना एवं प्रक्रिया

- 2.1 वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्य पुस्तक की विशेषताएं एवं समीक्षा
- 2.2 हिन्दी पाठ्य वस्तु का अर्थ एवं विश्लेषण, हिन्दी सुलेख शिक्षण: गुण, उद्देश्य एवं विधियां
- 2.3 हिन्दी शिक्षण में ग्रहकार्य – स्वरूप एवं संशोधन।

इकाई—3

हिन्दी शिक्षण के लिए अनुदेशन योजना

- 3.1 सूक्ष्म शिक्षण का अर्थ महत्त्व एवं रूप रेखा : सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास, प्रस्तावना कौशल, श्यापट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- 3.2 हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्त्व एवं रूप रेखा-हरबारशियन, आर सी ई एम तथा कनसटरकटिविष्ट

3.3 इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण

इकाई-4

हिन्दी भाषा शिक्षण में मूल्यांकन एवं क्रियात्मक अनुसंधान

- 4.1 हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन: अर्थ एवं महत्त्व, हिन्दी शिक्षण में परीक्षण पदों का निर्माण, प्रश्नों के प्रकार, नील – पत्र निर्माण एवं मानकीकरण
- 4.2 हिन्दी में मूल्यांकन : अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
- 4.3 हिन्दी भाषा शिक्षण में निदानात्मक परीक्षा एवं उपचारात्मक शिक्षण – अर्थ, महत्त्व एवं प्रक्रिया; हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान – अर्थ, महत्त्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध – योजना का प्रारूप

III कार्य सम्पादन रणनीतियां

व्याख्यान समूह चर्चा, पावर प्वाइंट प्रस्तुतिया, ऑडियो और वीडियो सामग्री आदि का प्रयोग

व्यावहारिक कार्य

विद्यार्थी निम्नलिखित कार्यों से किसी एक को चुन सकते हैं:

- छात्रों में संचार की समस्या का पता लगाने के लिए बाहरी स्कूलों का दौरा
- लेखन कौशल, विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबंध एवं भाषण देना
- बोलने वाले कौशल विकसित करने के लिए असाइनमेंट लिखना
- शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान करना।
- अन्य पूर्ण स्वीकृत सम्बंधित कार्य

IV मूल्यांकन रणनीतियां

अंकों का वितरण निम्न प्रकार से है :

1.	बाहरी परीक्षा	:	60 अंक
2.	आंतरिक मूल्यांकन	:	40 अंक
	क) मध्य अवधि परीक्षा	:	15 अंक
	ख) सत्रीय कार्य	:	10 अंक
*	ग) उपस्थिति	:	05 अंक
	घ) ओन-लाइन प्रश्नोत्तरी (Quiz)	:	10 अंक

* उपस्थिति के अंकों का वितरण इस प्रकार है :

क्रम संख्या	प्रतीशत उपस्थिति	अधिकतम अंक
1.	95% और इससे अधिक	05
2.	90% - 94%	04

3.	85% - 89%	03
4.	80% - 84%	02

V प्रश्न – पत्र के निर्देश

- प्रश्न-पत्र में 09 प्रश्न होंगे। प्रश्न संख्या 01 का उत्तर देना अनिवार्य होगा और इसमें चार लघु-प्रश्न होंगे। लघु-प्रश्न पूर्ण पाठ्य क्रम से होंगे। हर लघु-प्रश्न का उत्तर 50-75 शब्दों में देना है। अनिवार्य प्रश्न 12 अंकों का होगा।
- बाकी आठ (08) प्रश्न निबन्ध प्रकार/दीर्घ-उत्तर (02 प्रश्न हर इकाई से लिए जाएंगे) पूर्ण पाठ्य-क्रम से लिए जाएंगे।
- विद्यार्थी हर इकाई से एक प्रश्न चुनते हुए चार प्रश्नों के उत्तर देगा।
- इस प्रकार विद्यार्थी कुल 05 प्रश्नों के उत्तर देगा।
- हर दीर्घ-उत्तर 400-600 शब्दों का होगा।
- हर दीर्घ-उत्तर 12 अंकों का होगा।
- प्रश्न-पत्र कुल 60 अंकों का होगा।
- उत्तीर्णात्मक अंक 24 (40%) होंगे।
- परीक्षा की अवधि 3 घंटे होगी।



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B.Ed.

SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF URDU - II

Course Code	: BDE-313	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the meaning and importance of audio-visual aids for teaching and learning Urdu language*
- *understand the characteristics of a good text book*
- *reflect on the meaning an process of micro-teaching*
- *explain the skills of teaching Urdu language*
- *understand the preparation of lesson plan using constructivist Approach for teaching Urdu language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching language*
- *develop diagnostic test on any unit from a text book of Urdu*

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Urdu Language

- 1.1. Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Urdu language
- 1.2. Text – book: Meaning, importance and characteristics of a good text book
- 1.3. Importance of library in teaching a language; importance of ICT in teaching Urdu language

UNIT-2

Planning in Teaching Urdu Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Urdu - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement for teaching Urdu
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Urdu language

UNIT-3

Co-curricular Activities and professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Urdu language through:
 - Literary club
 - School magazine
 - Debate
 - Quiz programme
 - Drama
 - Mushiara
- 3.2. Professional Development of Urdu Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Urdu Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Urdu language

UNIT-4

Evaluation and Action Research in Urdu i Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Urdu language for secondary classes
- 4.3. Continuous and Comprehensive Evaluation in Urdu Language; Error analysis and remedial measures

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, Use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Develop a multi-media lesson in Urdu on a topic of your choice and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Urdu to secondary school students
3. Identifying and evaluating ICT resources suitable for teaching Urdu
4. Translation of one English or Hindi article into Urdu language
5. Prepare a collection of Urdu poems / stories of your choice
6. Review contemporary children's literature in Urdu
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Abdullah, Saleem (1986) *Urdu kaisepadhayen*. Aligarh : Educational Publishing House.
- Ansar, Akhter (1970). *Ghazal aurghazalkitaleem*. New Delhi :Taraqqi-e-Urdu, Board.
- Ansari, Akhtar (2001). *Ghazal aurghazalkitaleem*. New Delhi : National Council for Promotion of Urdu Language.
- Ansari, Akhter (1980). *Studies in language and language teaching*. Aligarh : Friends Book House.
- Ashrafi, Wahaab (2005). *Tareekhadab-e-Urdu*, Part I, II and III. New Delhi : Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zubanauruskitaleem*. Lahore : Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi : Urdu KitabGhar.
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- Jalbi, Jameel (1992). *Tareekhadab-e-urdu*, Part I and II. New Delhi : Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaafkitadrees*. New Delhi :National Council for Promotion of Urdu.
- Khan, R.H. (1974). *Urdu imla*. New Delhi :Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001) :*Zubanaurqawaid*. New Delhi : National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnumakitabfor teachers*. New Delhi : National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaidaurinsha*. New Delhi : National Council for Educational Research and Training.
- NCERT (2013). *Urdu-Zuban-o-adabkitareekh*. New Delhi : National Council for Educational Research and Training.

- NCERT (2015). *Urdu darsiyat (urdupadagogy)*. New Delhi : National Council for Educational Research and Training.
- Saleem, Mohd. Qamar (2015). *Fan-e-tadrees-e-urdu*. New Delhi : National Council for Promotion of Urdu.



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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF DOGRI - II

Course Code	: BDE-314	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the meaning and importance of audio-visual aids for teaching and learning Dogri language*
- *understand the characteristics of a good text book*
- *reflect on the meaning and process of micro-teaching*
- *explain the skills of teaching Dogri language*
- *understand the preparation of lesson plan using Constructivist Approach for teaching Dogri language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching Dogri language*

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Dogri Language

- 1.1. Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Dogri language
- 1.2. Text – book: Meaning, importance and characteristics of a good text book
- 1.3. Importance of library in teaching a language; importance of ICT in teaching Dogri language

UNIT-2

Planning in Teaching Dogri Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Dogri - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement for teaching Dogri
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Dogri language

UNIT-3

Co-curricular Activities and Professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Dogri language through:
 - Literary club
 - School magazine
 - Debate
 - Quiz programme
 - Drama
 - Kavi Sammelan
- 3.2. Professional Development of Dogri Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Dogri Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Dogri language

UNIT-4

Evaluation and Action Research in Dogri Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Dogri language for secondary classes
- 4.3. Continuous and Comprehensive Evaluation in Dogri Language; Error analysis and remedial measures

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Develop a multi-media lesson plan in Dogri on any topic and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Dogri language
3. Identifying and evaluating ICT resources suitable for teaching Dogri language
4. Translation of one English or Hindi article into Dogri language
5. Prepare a collection of Dogri poems / stories of your choice
6. Review contemporary children's literature in Dogri
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Goswami, Om (2012). *Merikavyakahani*. Jammu : Hybro Publications.
- Jamwal, Narsingh Dev (2011). *Khoobsamhalebhavshuale*. Jammu :Kamla Prakashan.
- Kesar, Inderjeet (2008). *Nimmanimmahassa*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2012). *Likhat*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2013). *Bhagirath*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2014). *Sochtarangaan*. Jammu : Jai Mata Prakashan.
- Magotra, Lalit (2009). *Cheteindiyanjaliyan*. Jammu :Divya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai :DarshanPrakashan.
- Sapolia, Mohan Lal (1988). *Sodhsamundran di*. Jammu :Tripta Prakashan.
- Sapolia, Sita Ram (2006). *Chaanani de athroon*. Samba, Jammu :Sita Ram Sapolia.
- Sharma, Champa (2004). *Chetein de rohl*. Jammu :Manavi Prakashan.
- Sharma, Yash (2011). *Boondtreloodee*. Jammu : DD Reprographics.
- Udhamपुरi, Jitender (1999). *Dildaryakhalikhali*. Jammu :Nami Dogrisanstha.



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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - II)

PEDAGOGY OF PUNJABI - II

Course Code	: BDE-315	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the meaning and importance of audio-visual aids for teaching and learning Punjabi language*
- *understand the characteristics of a good text book*
- *reflect on the meaning and process of micro-teaching*
- *explain the skills of teaching Punjabi language*
- *understand the preparation of lesson plan using Constructivist Approach for teaching Punjabi language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching Punjabi language*
- *develop diagnostic test on any unit from a text book of Punjabi*
-

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Punjabi Language

- 1.1. Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Punjabi language
- 1.2. Text – book: Meaning, importance and characteristics of a good text book

- 1.3. Importance of library in teaching a language; importance of ICT in teaching Punjabi language

UNIT-2

Planning in Teaching Punjabi Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Punjabi - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Punjabi language

UNIT-3

Co-curricular Activities and Professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Punjabi language through:
- Literary club
 - School magazine
 - Debate
 - Quiz programme
 - Drama
 - Kavi Darbar
- 3.2. Professional Development of Punjabi Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Punjabi Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Punjabi language

UNIT-4

Evaluation and Action Research in Punjabi Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Punjabi language
- 4.3. Continuous and Comprehensive Evaluation in Punjabi Language; Error analysis and remedial measures

C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Develop a multi-media lesson plan in Punjabi on a topic of your choice and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Punjabi
3. Identifying and evaluating ICT resources suitable for teaching Punjabi language for secondary school students
4. Translation of one English or Hindi article into Punjabi language
5. Prepare a collection of Punjabi poems / stories of your choice
6. Review contemporary children's literature in Punjabi
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections | : 05 Marks |
| (c) ICT Based Quiz | : 10 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part

is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

G. SUGGESTED READINGS

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Gurusar Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatra bhasha di shikhyavidhi*. Jalandhar : New Book Company
- Kang, A.S. (1999). *Aathar veensadi da chonvansahvitya*. New Delhi : National Book Trust
- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
- Safaya, R.N. (1992). *Punjabi shikshavidhi*. Jawahar :DhanpatRai and Sons
- Singh, Gurdev (1971). *Gurmukhi lipibaray*. Ludhiana : Lahore Book Depot
- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badalda yjhu kaavan da adhyan*. Ludhiana : Lahore Book Depot



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SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

(GROUP - III)

PEDAGOGY OF MATHEMATICS - II

Course Code	: BDE-316	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- Understand different types of lesson plans for teaching mathematics
- explain formative evaluation in mathematics
- explain summative evaluation in mathematics
- explain the role of ICT in teaching mathematics at secondary level of education

B. COURSE CONTENT

UNIT-1

Lesson Planning in Teaching of Mathematics

- 1.1. Lesson Planning: Meaning, need and importance; Types of lesson planning – unit and yearly plans, their preparation
- 1.2. Lesson Planning: Basic steps, planning lessons in mathematics (Herbartian and RCEM)
- 1.3. Preparation of lesson plans for teaching and learning mathematics at secondary school level according to Constructive Approach

UNIT-2

Teaching - Learning Resources

- 2.1. Mathematics Laboratory: Concept, need and equipment for setting up a mathematics laboratory and utilization of learning resources in mathematics (Charts, Models, Pictures, Weighing and measuring instruments, Abacus, etc.)

- 2.2. Mathematics Club: Meaning, importance and activities conducted by Mathematics club;
Text book: Meaning, importance and qualities of a good Text book
- 2.3. Using community resources for learning mathematics, using ICT in teaching and learning mathematics at secondary school level

UNIT-3

Assessment and Evaluation

- 3.1. Assessment and Evaluation: Concept, importance and purpose, identification of hard spots and remedial measures, formative and summative assessments of learners achievement in mathematics, comprehensive and continuous evaluation in mathematics
- 3.2. Achievement Test: Concept, need and importance; Steps for the development of an achievement test in mathematics
- 3.3. Diagnostic and remedial teaching in mathematics, preparation of a diagnostic test in mathematics

UNIT-4

Professional Development of Mathematics Teacher

- 4.1. Professional Development: Meaning, need and importance
- 4.2. Types of in-service programmes for mathematics teachers
- 4.3. Professional Growth of Mathematics Teachers: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching mathematics at secondary level

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-Discussion, Learning by doing, Group activity, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Pedagogical analysis of a unit of content from the syllabus of mathematics at secondary level
2. Preparation of a multimedia lesson plan on a topic for class VIII/IX/X
3. Construction of a question paper based on current formats of CBSE /J&K State Board of School Education, along with its scoring key (if needed) and marking scheme
4. Preparation of a question paper based on the current format of CBSE/J&K Board of School Education, along with its scoring key (if needed) and marking scheme
5. Developing an action research proposal for a problem related to teaching and learning of mathematics at secondary school level
6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) Student Reflections	: 05 Marks
(c) ICT Based Quiz	: 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

H. SUGGESTED READINGS

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- Carey, L.M. (1988). *Measuring and evaluating school learning*. Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching mathematics*. New Delhi :Sage.

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- David, A.H., Maggie, M.K. & Louann, H.L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Canada: Amazon Books.
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- Kothari, R.G. and Mistry, H.S. (2012). *Diagnosis of learning difficulties on radious and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G. and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
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- Nemeth, A. (1973). *Nemeth code for mathematics and scientific notation*. Loviseville: American Printing House.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. Landon: Continuum Publishers.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, Chambers (2008). *Teaching mathematics*: Saga Publication.
- Rao, N.M. (2007). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

CREATING AN INCLUSIVE SCHOOL

Course Code	: BDE-401	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Compulsory	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the concept of disability*
- *identify the different types of children with special needs (CWSN)*
- *acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009*
- *understand different pedagogical and assessment techniques for inclusion of CWSN*
- *develop skills for the creation of disable-friendly environment and inclusive culture in the schools*
- *design and apply remedial instruction procedures for enhancing learning among children with special needs (CWSN)*

B. COURSE CONTENT

UNIT-1

Disability and Inclusion in Education

- 1.1. Disability: Concept and nature; Disabled children – Types, characteristics and their identification
- 1.2. Inclusion in Education: Meaning, need, scope and advantages

UNIT-2

Constitutional Provisions for Inclusion in Education

- 2.1. Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education (2009); Infrastructural facilities required for inclusion in schools; Resource Room – Concept and equipment / material required
- 2.2. Approaches/Models to Inclusion: Full inclusion and partial inclusion; Models of inclusion – Consultant Model, Three-Dimensional (3D) Model of inclusion; Ways of ensuring community and parents' participation in establishing inclusive schools

UNIT-3

Pedagogical and Assessment Approaches

- 3.1. Pedagogical Approaches for Children with Special Needs (CWSN): Curriculum adaptation, Activity-based Learning, Developing/Using specially designed resource materials, Collaborative and Co-operative Learning
- 3.2. Assessment Approaches for CWSN: Observation, continuous and comprehensive assessment (Formative and diagnostic assessment); Assessment of group and collaborative Learning; Role of school head and teachers in evolving inclusive practices

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Visit to special school of any one disability and an inclusive school and submit observation report highlighting pedagogical practices
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy
5. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Alur, Mithu and Bach, Michael (2009). *The journey for inclusive education in the Indian sub-continent*. New York: Routledge.
- Bartlett, L. D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

- Chaote, J. S. (1991). *Successful Mainstreaming*. New York :Allyn and Bacon.
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- Das, Ashima; Das, Shankar and Katthumuri, Ruth (2013). *Inclusive education: A contextual working model*. New Delhi: Concept Publishing Co.
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- Dessent, T. (1987). *Making Ordinary School Special*. London: Jessica Kingsley Publishers.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
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- Karant, P. and Rozario, J. ((2003). *Learning disabilities in India*. New York :Sage.
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- Lewis, R. B. and Doorlag, D. (1995). *Teaching special students in the mainstream*. New Jersey: Pearson.
- Mangal, S.K. (2009). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall.
- McCormick, S. (1999). *Instructing students who have literacy problems*. New Jersey: Pearson.
- Puri, Madhumita and Abraham, George (2005). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries*. New Delhi: Sage Publications.
- Rayner, S. (2007). *Managing special and inclusive education*. New York :Sage.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive setting*. Boston :Allyn and Bacon.

- Sedlak, R. A. and Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*. Boston : Allyn and Bacon.
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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

ACTION RESEARCH

Course Code : BDE-402	Total Marks	: 50
Credits : 02	External Marks	: 30
Course Type : Compulsory	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *define the concept of research and action research*
- *develop clarity of the steps of action research*
- *understand the characteristics of the tools of action research*
- *acquire basic skills of computation and graphic representation of data*

B. COURSE CONTENT

UNIT-I

Types of Educational Research

- 1.1. Research: Meaning, need and importance
- 1.2. Types of Educational Research: Basic, Applied and Action research

UNIT II

Introduction to Action Research

- 2.1. Action Research: Meaning, need and importance, Process of Action Research: Identification of the problem in school context, formulation of action hypothesis, developing action research design, collection of data, analysis, interpretation of results and findings
- 2.2. Tools of action research – Observations, Questionnaire and Interview

UNIT III

Statistical Techniques and Graphical representation of Data

- 3.1. Statistics: Measures of Central tendency (Mean, Median and Mode), Measures of Variability (Standard Deviation) – Concept, Computation and Graphic representation of data (Histogram, Frequency Polygon and Ogive)
- 3.2. Computation of Coefficient of Correlation (Pearson's and Spearman's methods), Computation of significance of difference between two means (large and small samples)

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

- The student- teachers shall develop Action Research Proposal on the identified and approved problem
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London: Sage.
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- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research: A philosophic and practical guide*. London: Falmer Press.
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- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi: Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California: Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York: Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California: Sage.
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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

READING AND REFLECTING ON TEXTS

Course Code	: BDE - 403	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Compulsory	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *reflect upon current level of literacy skills of the self*
- *show interest and begin working upon basic skills required to be active readers in control of own comprehension*
- *demonstrate interest and begin working upon basic skills required to be independent writers*
- *prepare self to facilitate good reading & writing in students across the ages*
- *develop reading writing as learning and recreational tools rather than a course task*

B. COURSE CONTENT

UNIT-1

Introduction to Analytical and Critical Thinking

- 1.1. Analytical and Critical Thinking: Meaning and importance of reading and writing
- 1.2. Role of critical thinking in enhancing writing skills

UNIT-2

Reading and Writing Skills

- 2.1. Developing Reading Skills: Importance of developing reading skills, reading aloud and silent reading; extensive reading, study skills including using Thesaurus, Dictionary and Encyclopedia
- 2.2. Developing Writing Skills: Developing concepts of grammar, punctuation, spelling and handwriting; Formal and informal writing (Poetry / short story, diary, notices, articles, reports, dialogues, speech and advertisement)

UNIT-3

Assessment of Components of Reading

- 3.1. Approaches for Assessing the Components of Reading: Phonemic awareness, phonics, fluency, vocabulary and text comprehension
- 3.2. Responding to the Texts: Response-based Study (The core of the text, personal connection, reading beyond the text, revisiting the text)

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following activity:

1. Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills
2. Writing a summary of the given text
3. Writing a review of the text with comments and opinion
4. Select articles appearing in a newspaper/magazine on topics of contemporary issues.
5. Any other approved activity

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. Internal Assessment: | : 50 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 08 Marks |
| ii) Student Reflections | : 04 Marks |

- (iii) One PPT (To be delivered and uploaded in Google Classroom) : 08 Marks
(c) ICT Based Quiz : 10 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

H. SUGGESTED READINGS

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Boston : Allyn and Bacon.
- Baniel, A. (2012). *Kids beyond limits*. New York : Perigee Trade.
- Ezell, H. & Justice, L. (2005). Programmatic research on early literacy: Several key findings. *IES 3rd Annual Research Conference: American Speech Language &Hearing Association (ASHA)*.
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- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Portland, USA : Stenhouse Publishers.
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- May, F. B. (2001). *Unravelling the seven myths of reading*. Boston : Allyn and Bacon.
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- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, USA : Stenhouse Publishers.
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- Paul, P. V. (2009). *Language and deafness*. Boston : Jones and Bartlett.
- Soundarapandian, M. (2000). *Literacy campaign in India*. New Delhi : Discovery Publishing House.
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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

PROJECT WORK

Course Code : BDE - 404
Credits : 04
Course Type : Compulsory

Total Marks : 100
Internal Marks : 100

EVALUATION

The student- teachers are required to maintain a record of all the activities taken up as part of the project work in the form of a Reflected Journal. The Reflected Journal shall be evaluated by a Committee constituted by the Principal of the College. The committee shall evaluate the work done by the student-teachers with regard to internship related activities, action research and administration of a psychological test and school and community related activities along with the preparation of its report.

1. ACTION RESEARCH

60 Marks

Each student-teacher shall identify one action research topic related to classroom as per the format given as under:

- (i) Title page
- (ii) Problem identified for the action research
- (iii) Introduction: Definition and steps in action research
- (iv) Objectives of the action research
- (v) Causes for the problem
- (vi) Formulation of action hypotheses
- (vii) Planning intervention strategy and implementation
- (viii) Collection of data
- (ix) Analysis of data
- (x) Verifying the action hypothesis
- (xi) Results
- (xii) Your reflections

2. Administration of a psychological test and preparation of its report

40 marks



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SEMESTER-IV

(For the examination to be held in May, 2022)

COMMUNITY WORK (02 WEEKS)

Course Code : BDE-405

Total Marks : 50

Credits : 02

Internal Marks : 50

Course Type : Compulsory

A. OBJECTIVES

After participating in the Community Work the student-teachers will be able to:

- *interact with the general Community*
- *develop community welfare feeling*
- *participate actively in the community welfare programme*
- *reflect on the issues of society/community*
- *develop a sense of responsibility towards the community*

B. The student teachers will be involved in any three of the following activities and submit report:

1. Conduct of cleanliness drive in a slum/village for 'Swachh Bharat Abhiyan'
2. Participation in rallies for creating social awareness on burning societal issues
3. Participation in health awareness programme for the sensitization of community
4. Conduct of immunization awareness among the community
5. Organisation of health awareness programme for the senior citizens

6. Organisation of nukkad plays for community sensitization on drug abuse/ dowry/ child marriage/ literacy etc.
7. Participation in each one – teach one programme
8. Plantation drive
9. Make a 4 minute video on any school activity and write a reflective note on it
10. Conduct a discussion with the school students on the problem of discipline in the class & remedies to solve it. Write a reflective note on the same
11. Collect data regarding the disabilities in any nearby school and suggest methods of handling them
12. Survey your Institution / Home and suggest ways and means to maintain its cleanliness & enhance its beauty
13. Conduct a survey of your neighbourhood / Mohalla and identify the children who are not enrolled in any school along with the reasons for the same
14. Conduct an interview with any case of child labour / dowry victim /Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement



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B.Ed.
SEMESTER-IV
(For the examination to be held in May, 2022, 2023 and 2024)

SCHOOL INTERNSHIP - II

Course Code : BDE-406
Credits : 07
Course Type : Compulsory

Maximum Marks : 250
External Marks : 150
Internal Marks : 100

OBJECTIVES

To enable pupil-teachers to develop:

- *professional competencies*
- *understanding of school functioning and school innovations*
- *leadership qualities*

S. No.	Components	Marks
01.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60
02.	Ten Lessons based on the Constructivists Approach (05 lesson in each subject).	20
03.	Four Lessons through ICT (2 lessons in each subject)	10
04.	Two Criticism lessons	10
Total		100



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

GUIDANCE AND COUNSELLING

Course Code	: BDE-407	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the meaning, need and scope of guidance and counselling*
- *apply the skills of guidance and counselling in classroom situations*
- *understand the various data gathering techniques and their importance*
- *understand the objectives of career information*
- *explain the principles of organising guidance services in secondary schools*

B. COURSE CONTENT

UNIT-1

Guidance and Counselling – An Introduction

- 1.1. Guidance and Counselling: Meaning, need and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal
- 1.2. Guidance Services: Concept, purpose, principles of organizing guidance services in secondary schools

UNIT-2

Testing and Non-testing Techniques in Guidance

- 2.1. Testing Techniques in Guidance: Psychological tests, appraisal of intelligence, personality and aptitude tests

- 2.2. Non-testing Techniques in Guidance: Interview, observation, case study and cumulative record

UNIT-3

Types of Counselling

- 3.1. Types of Counselling and Career Information: Directive and non-directive counselling; qualities of a good counselor; Meaning of career and career information, need, importance and objectives of career information
- 3.2. Data Gathering Techniques: Job analysis, survey method; role of career talks, exhibition and class talks in the dissemination of information

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Counselling and report writing on a selected case
2. Report on critical observation of a counselling session
3. Preparation of a career bulletin based on authentic sources of job/employment
4. Organisation and conduct of career interview
5. Preparation of a case study of a child with special problem/s
6. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Bhatnagar, Ashok and Gupta, Nirmala (Eds). (1988). *Guidance and counselling : A theoretical perspective*. New Delhi : Vikas
- Gibson, Robert L and Michel, Marianne, J. (2005). *Introduction to counselling and guidance*. New Delhi : Prentice Hall
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- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary schools*. New Delhi : Sterling
- Naik, P.S. (2013). *Counselling skills for educationists*. New Delhi : Soujanya Books
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi : APH Publishing
- NCERT (2008). *Guidance for human development and adjustment (Module 3)*. New Delhi : NCERT
- NCERT (2008). *Introduction to guidance (Module I)*. New Delhi : NCERT
- Pal, O.B. (2011). *Educational and vocational guidance and counselling*. New Delhi : Soujanya Books
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- Rao, V. K. & Reddy, R.S. (2003). *Academic environment: Advice, counseling and activities*. New Delhi : Soujanya Books
- Robinson, F.P. (2005). *Principles and procedures in student counselling*. New York : Harper and Row
- Shah, A. (2008). *Basics in guidance and counselling*. New Delhi : Global Vision Publishing House
- Sharma, M.K. (2011). *Counselling modalities*. New Delhi : Soujanya Books
- Sharma, Shashi Prabha (2011). *Career guidance and counselling : Principles and techniques*. New Delhi : Soujanya Books
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. New Delhi : Soujanya Books
- Srivastava, Sushil Kumar (2007). *Career counselling*. New Delhi: Soujanya Books



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B.Ed.
SEMESTER-IV
(For the examination to be held in May, 2022, 2023 and 2024)

EARLY CHILDHOOD CARE AND EDUCATION

Course Code	: BDE-408	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the facts about early childhood learning and development*
- *describe the procedure of child tracking*
- *explain the principles of inclusive Early Childhood Care and Education practices*

B. COURSE CONTENT

UNIT-1

Early Childhood Learning and Development

- 1.1. Facts about early childhood learning and development
- 1.2. Critical periods of development of motor, auditory, visual, linguistic and cognitive skills

UNIT-2

Interdisciplinary Assessment Tools

- 2.1. Young Children at Risk and Child Tracking: Meaning and procedure.
- 2.2. Interdisciplinary assessment tools and Preparation of intervention plans

UNIT-3

Practices of Inclusive Programmes

- 3.1. Practices for Inclusive Early Childhood Care and Education Programmes: Adaptation of physical environment and equipments, visual support materials, parent partnerships, friendships and engagements with typical children

3.2. Principles of inclusive Early Childhood Care and Education practices: Full participation, open ended activities, collaborative planning; school readiness and transitions.

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Write a report on developmental milestones and learning timelines of children from 0 to 8 years
2. Participation in workshop and development of five creative teaching-learning materials for children in inclusive early childhood education programme
3. Presentation of a seminar on 'Procedure of tracking of young children at risk'
4. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**

- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Barbour, N., and Seefeldt, C. (1998). *Early childhood education : An Introduction*. U.K: Prentice Hall
- Broman, B. C. (1978). *The early years in childhood education*. Chicago: Rand McNally
- Catron, C.E. and Allen, J. (1993). *Early Childhood curriculum*. New York: MacMillan
- Costello, P.M. (2000). *Thinking skills and early childhood education*. London: David Fulton
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- Dopyera, M.L., and Dopyera, J. (1977). *Becoming a teacher of young children*. New York: Random House Publications
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- Hilderbrand, V. (1991). *Introduction to early childhood education*. New York: MacMillan
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- Range, D.G., Layton, J.R. and Roubinek, D.C. (1980). *Aspects of early childhood education. Theory to research to practice.* New York: Academic Press
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- Wortham, S.C. (2005). *Measurement and evaluation in early childhood education.* Ohio: Merrill Prentice Hall



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

HEALTH AND PHYSICAL EDUCATION

Course Code : BDE-409	Total Marks : 50
Credits : 02	External Marks : 30
Course Type : Elective	Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the aims and objectives of physical education*
- *understanding the concept of holistic health*
- *understand the importance of yoga and sports for holistic health*
- *explain knock-out and round robin tournaments*
- *develop clarity on health problem and health hazards*

B. COURSE CONTENT

UNIT-1

Physical Education – Conceptual Framework

- 1.1. Concept of health, importance, dimensions and determinants of health, health needs of adolescents including differently abled
- 1.2. Physical Education: Concept, needs, aims and objectives, relation of physical education with education, its place in schools

UNIT-2

Physical Fitness and Tournaments

- 2.1. Physical fitness, strength, Endurame and flexibility, its components; Sports skills, indigenous activities, safety from snake and dog bites, prevention and first aid

- 2.2. Tournament: Concept, importance and types (Knock-out, Round Robin); Games and Sports- Athletics (General physical fitness exercises), games (Lead up games, relays and major games), rhythmic activities, gymnastics and their impact on health

UNIT-3

Posture and Communication Diseases

- 3.1. Posture: Meaning, importance of good posture, causes of poor posture, common posture deformities, preventive measures and remedial exercises; Yoga: Modern concept, need, importance and principles
- 3.2. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of aids, hepatitis, chicken pox, typhoid, swine flu

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Preparation of a report mentioning dimensions, rules, regulations and specifications of any one of the following games:
Hockey, Football, Volleyball, Basketball, Badminton, Kho-kho and Kabaddi
2. Preparation of Knock out/Round Robin fixture for hockey/football tournament
3. Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) Student Reflections | : 02 Marks |
| (c) ICT Based Quiz | : 05 Marks |

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
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- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Agarwal, K.C. (2001) *environmental biology*. Bikaner : Nidhi Publishers
- Ajmer, S. (2003). *Essentials of physical education*. New Delhi : Kalyani Publishers
- Bihari, Sarojkant and Chowdhary, P.K. (2003). *Health and physical education*. New Delhi : Kalyani Publishers
- Ganguly, S.K. (1989). *Immediate effect of kapalbhati on cardio-vascular endurance*. *Yoga aimansa*, 28, 1, 1-7
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in physical education*. Ludhiana : Prakash Brothers
- Kanele, B.S. and Kumar, C.P. (1996). *Text Book on health and physical education*. New Delhi : Kalyani Publishers
- Kangane, Sopan and Sonawane, Sanjeev (2007). *Physical education*. Pune: Nirali Publication
- Krishna, G. (1993). *The purpose of yoga*. New Delhi : UBS Publishers
- Mangal, S.K. (2005). *Health and physical education*. Ludhiana : Tandon Publications
- Nasha, T.N. (2006). *Health and physical education*. Hyderabad : Nilkamal Publications
- Prasad, Y.V. (2006). *Methods of teaching physical education*. New Delhi : Discovery Publication House

- Rao, V.K. (2003). *Physical education*. New Delhi : APH Publishers
- Reema, K. (1996). *Physical fitness*. New Delhi : Khelsahitya sports Publications
- Sharma, A.P and Pandey, P.K. (2010). *Psychology in education*. New Delhi: Personal Graphics
- Singer, Ajmer (2003). *Essentials of physical education*. New Delhi : Kalyani Publishers
- Uppal, A.K. and Gautam, G.P. (2004). *Physical education and health*. New Delhi : Friends publisher



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SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

PEACE EDUCATION

Course Code	: BDE-410	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the meaning of peace and its types*
- *understand the importance of peace for social harmony*
- *analyse the need for peace education to foster national and international understanding*
- *understand individual and social relationships based on our constitutional values*
- *acquire skills and strategies to resolve conflicts*

B. COURSE CONTENT

UNIT-1

Meaning and Types of Peace

- 1.1. Peace and Sources of Peace: Meaning and types (Individual, social and psychological), meaning and aims of peace education; Philosophical, religious, social and psychological, constitutional values with reference to fundamental rights and their importance for social harmony
- 1.2. Status of peace education in the curriculum at the secondary stage of education and its relevance in the present volatile global scenario

UNIT-2

Conflicts and Conflict Mediation

- 2.1. Conflicts: Concept and nature – Incompatibility of needs, aspirations, desires and levels of conflicts in society – Intrapersonal, interpersonal, organizational, interstate and global
- 2.2. Conflict Mediation and Conflict Resolution: Skills and strategies needed for conflict resolution, listening to the conflicting parties, awareness of own identity and communication skills, context of the conflict, commitment to mediate

UNIT-3

Transaction of Peace Education

- 3.1. Becoming Peace Teacher: Acquisition of knowledge, values and attitudes, life skills for peace education (WHO), peace as a concomitant result of human values
- 3.2. Transacting Peace Education: Transaction of peace education through curricular and co-curricular activities, role of mass media in peace education and programmes for promoting peace education (UNESCO)

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may write assignment on any one of the following topics:

1. Conflicts experienced at home, society and school
2. Exploring possible strategies of resolving commonly experience conflicts
3. Challenges of peace in school and strategies for meeting such challenges

OR

Undertake any one of the following activities:

1. Preparation of video clips displaying concerns of peace, good inter-cultural relationships
2. Preparation of a collage to highlight issues and challenges to peace

OR

The students may opt for any one of the following themes for seminar:

1. Role of teacher for peace education
2. Role of UNO in inculcating peace education
3. Role of print and electronic media in fostering peace in society.

4. Anatomy of any one conflict in the country
5. Any other approved theme / activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Adams, D. (1997). *UNESCO and a culture of peace : Promoting a global movement*. Paris : UNESCO Publications.
- Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi : Shipra Publications. Chadha, S.C. (2008). *Education value and value education*. Meerut : R. Lall Book Depot.
- Aggarwal , S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Chand, J. (2007). *Value education*. New Delhi : APH Publishers.
- Felice, Celina Del et al. (Eds.) (2015). *Peace education evaluation : Learning from experience and exploring prospects*. North Carolina : IAP.
- Finley, Laura, Connors, Jaonie and Wein, Barbara (Eds.). (2015). *Teaching peace through popular culture*. North Carolina : Information Age Publishing.
- Galtung, Johane and Kumar Uday (Eds.). (2013). *More than a curriculum : Education for peace and development*. North Carolina : Information Aye Publishing.
- Jagannath, M. (2005). *Teaching of moral values development*. New Delhi : Deep and Deep Publications.
- Johan, G. (1996). *Peace by peaceful means*. New Delhi : Sage.
- Kumar, M. (Ed.). (1994). *Non-violence, contemporary issues and challenges*. New Delhi : Gandhi Peace Foundation.
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- Morrison, M.L. (2003). *Peace & education*. Australia : McFarland.
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- Rao, Usha (2012). *Education for peace*. New Delhi : Himalya Publishing House.
- Singh, R.B. and Misra, Suresh (1996). *Environmental law in India-Issues and responses*. New Delhi: Concept-Publishing Co.
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- UNESCO. *Learning the way of peace: Teacher's guide*. Paris : UNESCO Publications.