

B.P.S. Institute of Teacher Training & Research
B.P.S.MAHILA VISHWAVIDYALAYA KHANPUR KALAN
 BACHELOR OF EDUCATION (B.Ed.)
 COURSE STRUCTURE AND SCHEME OF EXAMINATION
 (W.E.F. 2020-22)

The B.Ed. programme shall be of two academic years (four semesters). A brief description of each paper along with nomenclature, paper code, etc. is given below:

SEMESTER-I

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Lecture	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers :									
1.	PAPER-I (BOE-101)	Childhood and growing up	05	01	—	6	20	80	100
2.	PAPER-III (BOE -103)	Learning and Teaching	05	01	—	6	20	80	100
3.	PAPER-V (BOE -105)	Language across the Curriculum	03	01	—	4	10	40	50
4.	PAPER-VII (BOE -107)	Understanding Discipline and School Subjects	03	01	—	4	10	40	50
PRACTICUM									
5.	PAPER-IX (BOE -109) EPC 1	*Critical understanding of ICT			4	4	10	40	50
6.	PAPER-XI (BOE -111)	Field work & community Survey		-	4	4	10	40	50
7.	PAPER-XIII (BOE-113)	*Drama and Art in Education			4	4	10	40	50
Total (Sem I)			16	04	12	32			450

*NOTE- EPC-ENHANCING PROFESSIONAL CAPACITIES

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SEMESTER-II

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Lecture	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers :									
8.	PAPER-II (BOE -102)	Knowledge and Curriculum part-I	05	01	---	6	20	80	100
9.	PAPER-IV (BOE -104)	Pedagogy of a school subject- I (Part - I) (Option i/ii/iii/iv/v/vi/vii/viii/ix)							
	Opt.(i)	Teaching of English	05	01	---	6	20	80	100
	Opt.(ii)	Teaching of Hindi	05	01	---	6	20	80	100
	Opt.(iii)	Teaching of Sanskrit	05	01	---	6	20	80	100
	Opt. (iv)	Teaching of Punjabi	05	01	---	6	20	80	100
	Opt. (v)	Teaching of Urdu	05	01	---	6	20	80	100
	Opt.(vi)	Teaching of Physical Science	05	01	---	6	20	80	100
	Opt. (vii)	Teaching of commerce	05	01	---	6	20	80	100
	Opt.(viii)	**Teaching of Home Science	05	01	---	6	20	80	100
	Opt.(ix)	**Teaching of Music	05	01	---	6	20	80	100
10.	PAPER-VI (BOE -106)	Pedagogy of a school subject -II (Part-1) (option i/ii/iii/iv/v/vi)							
	Opt.(i)	Teaching of Mathematics	05	01	---	6	20	80	100
	Opt. (ii)	Teaching of Social Studies	05	01	---	6	20	80	100
	Opt. (iii)	Teaching of Life	05	01	---	6	20	80	100

		Science							
	Opt.(iv)	Teaching of Economics	05	01	---	6	20	80	100
	Opt. (v)	**Teaching of Computer Science	05	01	---	6	20	80	100
	Opt. (vi)	Teaching of Art	05	01	---	6	20	80	100
11.	PAPER-VIII (BOE -108)	Assessment for Learning	05	01	---	6	20	80	100
Practical Papers :									
12.	PAPER-X (BOE -110)	Teaching Taxonomy			03	03	10	40	50
13.	PAPER-X I (BOE -112) EPC -2	Reading and Reflecting on Texts			03	03	10	40	50
14.	PAPER-XII (BOE -114)	Instructional Technology-1.HAE 2.PTA			02	02	10	40	50
15.	PAPER XVI, BOE-116	School Internship (4Weeks)				04	20	80	100
Total (Sem II)			20	04	08	36			650

NOTE- *EPC-ENHANCING PROFESSIONAL CAPACITIES

**Paper (VI) BOE-106 option (v) teaching of Computer Science can be opted with the other teaching subjects of the Paper (VI) BOE-106 instead of (IV) BOE-104 option (viii) teaching of Home Science can be opted with the other teaching subjects of the Paper (IV) BOE-104 instead of Paper (VI) BOE-106.

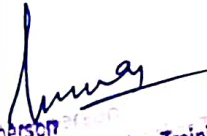
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 COURSE STRUCTURE AND SCHEME OF EXAMINATION
 (V.E.F. 2020-22)
 SEMESTER-III

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Lecture	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers :									
16.	PAPER-I (BOE -201)	Pedagogy of a school subject -I (Part – II) (Opt. i/ii/iii/iv/v/vi/vii/viii/ix)							
	Opt.(i)	Teaching of English	10	02	00	02	10	40	50
	Opt.(ii)	Teaching of Hindi	10	02	00	02	10	40	50
	Opt.(iii)	Teaching of Sanskrit	10	02	00	02	10	40	50
	Opt. (iv)	Teaching of Punjabi	10	02	00	02	10	40	50
	Opt. (v)	Teaching of Urdu	10	02	00	02	10	40	50
	Opt.(vi)	Teaching of Physical Science	10	02	00	02	10	40	50
	Opt. (vii)	Teaching of commerce	10	02	00	02	10	40	50
	Opt.(viii)	Teaching of Home Science	10	02	00	02	10	40	50
	Opt.(ix)	**Teaching of Music	10	02	00	02	10	40	50
17	PAPER-III (BOE -203)	Pedagogy of a school subject- II & Part – II (Option i/ii/iii/iv/v/vi)							
	Opt.(i)	Teaching of Mathematics	10	02	00	02	10	40	50
	Opt. (ii)	Teaching of Social Studies	10	02	00	02	10	40	50
	Opt. (iii)	Teaching of Life Science	10	02	00	02	10	40	50
	Opt.(iv)	Teaching of Economics	10	02	00	02	10	40	50
	Opt. (v)	Teaching of Computer Science	10	02	00	02	10	40	50
	Opt. (vi)	Teaching of Art	10	02	00	02	10	40	50
Practical Papers :									
18.	PAPER-V (BOE -205)	School Internship	16 Wee k			8	50	50	100
		A) School Internship Report				10	100	100	200
		B) Practice Teaching in selected subject-I				10	100	100	200
		C) Practice Teaching in selected subject-II							
Total (Sem III)			20	04		32			600

*Paper (VI) BOE-106 option (v) teaching of Computer Science can be opted with the other teaching subjects of the Paper (IX) BOE-106 instead of (IV) BOE-104 option (viii) teaching of Home Science can be opted with the other teaching subjects of the Paper (IV) BOE-104 instead of Paper (VI) BOE-106.


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 COURSE STRUCTURE AND SCHEME OF EXAMINATION
 (W.E.F. 2020-22)
 SEMESTER-IV

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks			
			Lecture	*Tutorial	Practical		Internal/Sessional	External	Total Marks	
Theory Papers :										
19.	PAPER-II (BOE-202)	Gender, School and society	05	01	---	6	20	80	100	
20.	PAPER-IV (BOE-204)	Contemporary India and Education	05	01	---	6	20	80	100	
21.	PAPER-VI (BOE-206)	Knowledge and Curriculum part-II	03	01	---	4	10	40	50	
22.	PAPER-VIII (BOE-208)	Creating an Inclusive school	03	01	---	4	10	40	50	
23.	PAPER-X (BOE-210)	Optional Subject- i/ii/iii/iv/v/vi/vii/viii								
	Opt. (i)	Environmental Education	05	01		6	20	80	100	
	Opt. (ii)	Special Education	05	01		6	20	80	100	
	Opt. (iii)	Educational Measurement & Evaluation	05	01		6	20	80	100	
	Opt. (iv)	Physical Education	05	01		6	20	80	100	
	Opt.(v)	Guidance & Counseling in Indian School	05	01		6	20	80	100	
	Opt.(vi)	Teacher Education	05	01		6	20	80	100	
	Opt. (vii)	Value Education and Human Rights Education	05	01		6	20	80	100	
	Opt. (viii)	Yoga and Health Education	05	01		6	20	80	100	
Practical Papers :										
24.	PAPER-XII (BOE-212) EPC-3	Understanding the self			04	04	10	40	50	
25.	Paper-XIV (BOE-214)	Field work		---	04	04	10	40	50	
Total (Sem IV)			21	05	08	34			500	

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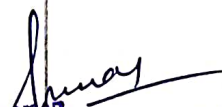
Programme Outcomes (POs), of the programme

After successful completion of the program the learners will be able to

- Understand and reflect on the general concepts related to Education.
- Comprehend the acquired knowledge and skills during the Program.
- Understand ethical issues relating to teaching learning process as well as society.
- Work collaboratively to reflect and share their work with community needs
- Reveal the teachers 'professional skills and competencies acquired during the Program of study.
- Use the scientific & research capabilities in their academic and professional life learnt during the programme.
- Apply the knowledge and skills acquired in academic planning, organizing, evaluation, resource management according to pre-determined objectives/outcomes.
- Develop the conceptual understandings about teaching and learning in school environment
- Use different communication and other life skills in their professional and personal life.
- Become eligible to get job in teaching profession at secondary level.

Programme Specific Outcomes (PSOs)

- Understand the concepts of general sociology, psychology and philosophy of an individual's development and its relationship with teaching-learning process.
- Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.
- Know the process of development of Indian Education system from past till date.
- Understand the need, provisions and strategies to implement inclusive education.
- Develop linguistic skills i.e. listening, speaking, reading and writing.
- Exploring the role of school, society and other social agencies in holistic development of the child.
- Demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- Sensitizing towards social/environmental issues prevailing in the society.
- Develop an insight into the symbolic relationship between curriculum and society
- Understand the pedagogy of different school subjects and acquire subject specific teaching skills.
- Measure psychological aspects of individual and implement it to understand its psychology
- Examine and develop resources and material required for teaching and testing.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-I
Code of the Paper- (BOE – 101)
Childhood and Growing Up

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3 Hours
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

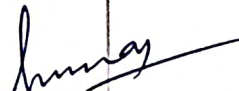
- Study childhood, child development and adolescence.
- Develop understanding about children of different age groups.
- Understand Cultural backgrounds.
- Understand individual differences among the learners.
- Understand cognitive processes and affective processes in learners.
- Understand Childhood stage of human development.
- Analyze the implications of understanding Childhood development for teachers.
- Importance of Family, schools, neighborhoods and community in Childhood development.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of childhood, child development and adolescence.
- Understand the different age groups and Cultural backgrounds of children.
- Understand individual differences among the learners.
- Understand the process of development with during Childhood.
- Analyze the implications of understanding Childhood development for teachers.
- Importance of Family and other social agencies in development of children.




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Course Content

Unit-1: Growth and Development

- 1.1. Concept of Growth and Development.
- 1.2. General Principles of Growth and Development.
- 1.3. Stages of Growth and Development.
- 1.4. Dimensions of Individual Development: Physical, Cognitive, Affective, Social and Moral (relevant ideas of Piaget, Erikson and Kohlberg).

Unit- 2: Heredity and Environment

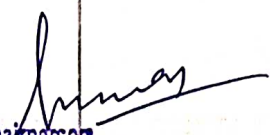
- 2.1. Concept of Heredity
- 2.2. Laws and Mechanism of Heredity.
- 2.3. Meaning of Environment: Concept of Environment and its Types
- 2.4. Importance of Heredity and Environment in the Development of Learner

Unit- 3: Childhood Development and Social Development

- 3.1. Concept and Characteristics of Childhood Stages
- 3.2. Need and Problems of Childhood, Education during Childhood Stage.
- 3.3. Impact of Diversity and Marginalization on Childhood.
- 3.4. Role of Parents and Teachers in Physical and Moral Development of Children.
- 3.5. Concept of Social Development (Meaning, Nature and Characteristics)
- 3.6. Stages of Social Development
- 3.7. Dealing with Children: Separation from Parents, Children in Creches, Children in Orphanages.

Unit -4: Self Concept and Adolescent

- 4.1. Meaning, Concept and Characteristics of Development: Physical, Social, Emotional and Intellectual.
- 4.2. Recent Issues Related to Adolescent Development.
- 4.3. Development of Adolescent Loneliness and Peer Pressure
- 4.4. Changing Family Structure
- 4.5. Sexual Abuse
- 4.6. Impact of Media




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4.7 Depression and Suicide

4.8.A Sense of Self Description, Self Recognition, Self Concept, Self Esteem, Social Comparison

Suggested Readings:

- Aggarwal, J.C. (2014.) *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chauhan, S.S. (2012). *Advanced Educational Psychology*. New Delhi: Vikas Publication.
- Hurlock, E.B. (2003). *Child Growth and Development*. Tata McGraw - Hill Education
- Lightfoot, C., Cole, M. & Cole, S. R.(2013). *The Development of Children. (7th ed.)*. New York: Worth Publishers.
- Mangal, S. K. (2016.) *Essentials of Educational Psychology*. Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K. & Mangal, Subhra (2019). *Childhood and Growing up*. Delhi: PHI Learning Pvt. Ltd.,
- Mangal, S.K. & Mangal, Subhra (2019). *Psychology of Learning and Development*. Delhi : PHI Learning Pvt. Ltd.
- Pandey, K.P. (2010). *Advanced Educational Psychology*. New Delhi: Shipra Publication.
- Phatia H.R. (1977). *Textbooks of Educational Psychology*. New Delhi: The MC Millan Company of India Ltd.
- Rao, S. Narayan (1990). *Educational Psychology*. New Delhi: Wiley Eastern Ltd.
- Sabus S. (2012) *Educational Psychology*. New Delhi: APH Publishing.
- Sharma, N (2011). *Understanding Adolescence*, NBT, New Delhi, India
- Singh, A. (2015). *Human Development: A Life Span Approach*. Delhi: Orient Black Swan.
- Singh, A. (Ed.), (2015). *Human Development: A Life Span Approach*. Delhi: Orient Black Swan.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-III
Code of the Paper- (BOE– 103)
Learning and Teaching

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per Week: 05+01
Exam Hours: 3Hours
Total Credits per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives:

The course will enable the students to:

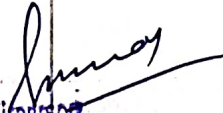
- Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Develop awareness about the different contexts of learning.
- Reflect on their own implicit understanding of the nature and kinds of learning.
- Gain an understanding of different theoretical perspectives of learning
- Identify variables involved in teaching learning process & infer their role in making instruction effective.
- Understand various aspects of childhood development and their implications in teaching.
- Understand the needs of the learner as individuals and as member of classroom group so as to be able to facilitate personal and social development of their pupils.
- Understand the theories of learning
- Understand the concept and theories of intelligence.

Course Outcomes:

After the completion of this course content the learners will be able to:

- Understand the different needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Know the different contexts of learning, theories of learning and kinds of learning.
- Recognize the theoretical perspectives of learning
- Understand various aspects of childhood development and their implications in teaching.
- Aware of the concept and theories of intelligence.




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Course Content

Unit-1: Understanding the Learner

- 1.1 Personality: Meaning, Characteristics, Factor affecting Personality, Types of Personality
- 1.2 Theories of Personality: Type and Traits Theory
- 1.3 Creativity: Meaning, Characteristics and Role of Teacher in Developing Creativity
- 1.4 Mental Health: Concept, Characteristics, Maintenance of Mental Hygiene

Unit- 2: Learning and its Theories

- 2.1 Learning: Meaning, Characteristics and Factors affecting Learning
- 2.2 Theories of learning:
 - 2.2.1 Pavlov Classical Conditioning
 - 2.2.2 Operant Conditioning Theory
 - 2.2.3 Trial and Error Theory
 - 2.2.4 Insight Learning
- 2.3 Transfer of Learning: Concept and Types
- 2.4 Motivation: Meaning, Types, Factors and Techniques to enhance Motivation

Unit-3: Mental Process of Learning

- 3.1 Intelligence: Meaning, Concept and Measurement of Intelligence
- 3.2 Theories of Intelligence: Spearman, Gardener and Guildford Theory
- 3.3 Thinking: Concept, Types and Tools of Thinking
- 3.4 Memory: Concept, Types and Strategy to Develop Memory
- 3.5 Forgetting: Nature, Cause, Factors and Strategy to Minimize Forgetting

Unit- 4: Methods and Approaches of Teaching

- 4.1 Concept, Levels and Principles of Teaching, Relationship between Teaching and Learning
- 4.2 Factors Affecting Teaching
- 4.3 Methods of Teaching
 - 4.3.1 Lecture Method
 - 4.3.2 Tutorial Method
 - 4.3.3 Brain Storming Method
 - 4.3.4 Heuristic Method
- 4.4 Approaches of Teaching
 - 4.4.1 System Approach
 - 4.4.2 Integrated Approach
 - 4.4.3 Multimedia Approach

Suggested Readings

- Aggarwal, J.C. (1995). *Essential Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia, H.R. (1977). *Text Book of Educational Psychology*. New Delhi: The Mc. Millan Company of India Ltd.
- Chauhan, S.S. (1988). *Advanced Educational Psychology*. New Delhi: Vikas Publication.
- Dececco, J.P. (1977). *The Psychology of Learning & Instruction*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Dhar, T.N. (Ed). (1996). *Professional Status of Teachers*, NCTE, New Delhi.
- Garrett, H.E. (2007). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. Yale University Press.
- Mangal S. K. and Shubhra. (2019). *Learning And Teaching*, New Delhi Publisher : PHI Learning.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- Oberoi, S.C. (2018). *Learning and Teaching: B.Ed. First Year Teaching Subject*. New Delhi: Shipra Publications.
- Pandey, K.P. (2010). *Advanced Educational Psychology*. New Delhi: Shipra Publications.
- Walia, J.S. (2012). *Advanced Educational Psychology*. Ludhiana: Paul Publications.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-V
Code of the Paper- (BOE – 105)
Language across the Curriculum

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 03+01
Exam Hours: 90 Minutes
Total Credits per Week: 04

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

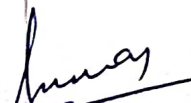
- Understand nature of language.
- Enhance knowledge acquisition through LAC Approach.
- Understand the different roles of language.
- Use language in all domains, in each learning activity in school.
- Create a link among different subjects through language learning.
- Use multilingualism as a strategy in the classroom situation.
- Study authentic literary and non- literary texts.
- Understand different language skills and ways to develop these skills.
- Develop creativity among learners.
- Understand the importance and role of language for content areas.

Course Outcomes:

After the completion of this course content the learners will be able to:

- Comprehend language and use it in all domains.
- Keep multilingualism as a strategy in the classroom situation
- Develop a link among different school subjects through language learning.
- Develop an insight into the symbolic relationship between curriculum and syllabus.
- Develop different language skills i.e. LSRW




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Course Content

Unit-1: Language Teaching Skills

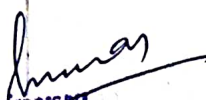
- 1.1 Language Skills like Listening, Speaking, Reading and Writing.
- 1.2 Linkage Between Listening and Speaking
- 1.3 Sub Skills of Listening and Speaking like: Storytelling, Role play, Speech and situational conversation
- 1.4 Linkage between Reading & Writing
- 1.5 Sub skills of Reading and Writing like: Reports, Reviews, Essays, Notices, Letters and Creative Writing

Unit-2: Language Discourse in the Classroom and Language Teaching Skills

- 2.1 General Classroom Language
- 2.2 Language learning and learning through language.
- 2.3 Language skills like listening, speaking, reading and writing.
- 2.4 Sub skills of Listening and Speaking like: Storytelling, Role play
- 2.5 Sub skills of Reading and Writing like: reports, reviews, essays

Suggested Readings:

- Bhawan Jai & Ahlawat (2017). *Language Across the curriculum*, (Hindi). Delhi: Book Man.
- Fasold, R & Connor Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge University Press.
- Genlott, A. & Grönlund, A. (2013). *Improving literacy skills through learning reading by writing: The IWTR method presented and tested*. Computers & Education, 67, 98-104.
- Joshi, Manmohan. (2018). *Language across the Curriculum*, 1 edition. .e-book. www.bookboon.com.
- Lin & Angle (2016). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts*, e-book ISBN 978-10-1802-2
- Peachey N., (2003). *Content-based Instruction*. The British Council.
- Sameer, Neelam. (2016). *Language across the curriculum*. Delhi: Educational Publishers.
- Sharma, Vijay. (2019). *Language across the curriculum*. Delhi: Laxmi Publication.
- T.E. (2016). *Content and Language Integrated Learning*. The British Council, Forum for Across the Curriculum Teaching.
- Tej Hassan & Bhargava (2016). *Language across the Curriculum*. Delhi: Rakhi Prakashan; First Edition.
- Van Lier, L. (2014). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity*. Routledge Taylor and Francis Group.



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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-VII
Code of the Paper- (BOE – 107)
Understanding Discipline and School Subjects

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 03+01
Exam Hours: 90 Minutes
Total Credits per Week: 4

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Describe the characteristics and nature of discipline.
- Discuss paradigm shift in the nature of disciplines.
- Explain the nature of education as a discipline.
- Examine issues related to education as interdisciplinary manner.
- Discuss the emerging issue of school and Teacher education.
- Understand the multiple perspective of pedagogy.

Course Outcomes:

After the completion of this course content the learners will be able to:

- Illustrate the nature and characteristics of discipline.
- Discuss paradigm shift in the nature of disciplines.
- Understand education as a discipline.
- Explore the issues related to education as interdisciplinary manner.
- Illustrate the emerging issue related to school as well as Teacher education.
- Comprehend the multiple perspective of pedagogy.



Course Content

Unit-1: Emergence of Disciplinary Knowledge and Related Issues

- 1.1 Meaning, nature and types of discipline.
- 1.2 Role of disciplinary knowledge in the school curriculum.
- 1.3 Criteria for selection of textbooks, magazine & journals as source of knowledge.
- 1.4 Role of different agencies and their functions in shaping the syllabus and text books at national & state level specially NCERT, NCTE and SCERT.
- 1.5 School education – contemporary challenges
- 1.6 Linkage between education and other development sector

Unit-2: Curriculum Development

- 2.1 Understanding meaning and nature of curriculum and syllabus
- 2.2 Need and importance of curriculum and syllabus
- 2.3 Difference and relationship between curriculum & syllabus.
- 2.4 Teacher role and supports in Curriculum development
- 2.5 Contribution of socialists like GijuBhai and Raja Ram Mohan Roy.

Suggested Readings:

- Bonrs, J.A. (2001). *Cultural diversity and Education. Foundations Curriculum and Teaching* (4th Ed) Boston: Allyn and Bacon.
- Deng, Z (2013). *School Subjects and Academic Disciplines*. Routledge Taylor and Francis Group..
- Krishna, A. (2009). *What are Academic Disciplines?* University of Southampton, NCRM e Prints Respositiryeprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf.
- Makol, Rajesh and Makol, Lalita. (2017). *Understanding Discipline and Subjects*. Delhi: Kala Mandir..
- NCERT. (2006). Position paper national focus group on curriculum, syllabus and textbooks. Available at http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/est_final.pdf
- NCERT. (2006). Position paper national focus group on teaching of social sciences. Available at http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf
- NCERT.(2006). Position paper national focus group on teaching of Indian languages. Available at http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf
- NCERT. (2006). Position paper national focus group on teaching of mathematics. Available at http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf
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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-IX
Code of the Paper- (BOE – 109)
Critical Understanding of ICT (EPC-1)(Practicum)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 04
Total Credits per Week: 04

Objectives:

The paper will enable the students to:

- Acquire knowledge of computers, its accessories and software.
- Acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- Demonstrate the use of MS Window
- Develop skill in using MS-Word, Power points and Spread sheets.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

Course Outcomes:

After the completion of this course content the learners will be able to:

- Comprehend computer; operate its accessories and software.
- Integrate technology into classroom teaching learning strategies.
- Make use of basic functions and operations of computer like: MS Window, MS-Word, Power points and Spread sheets.
- Access World Wide Web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- Use ICT tools and relevant software applications effectively for in teaching learning process.



Course Content

Unit – 1: Orientation to ICT

1.1 ICT: Meaning, Importance and Tools of ICT

- 1.2 **Computer Fundamentals:** Basic anatomy, Types and Applications, Input-Output devices, Storage devices.
- 1.3 **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- 1.4 **MS-Word:** Concept of Word Processing, Entering Text, Selecting and Inserting Text, Editing Text, Making Paragraph, Getting Help, Moving and copying, Searching and Replacing, Formatting Character and Paragraph, Handling Multiple Documents, Manipulation of Tables and Foot Notes, Table of Contents and Index, Sorting, Formatting Sections and Documents
- 1.5 **MS Excel:** Basics of Spreadsheet, Creating And Saving A Worksheet, Manipulation Of Cells, Columns And Rows, Editing and Formatting a worksheet, Embedding Charts, Use of Simple Statistical Functions, Sort and Filter
- 1.6 **MS Power Point:** Basics Of Power Point, Creating a Presentation, the Slide Manager, Preparation of Different Types of Slides, Slide Design, Transition and Animation and Presentation of Slides, Printing the Slides and Handouts.

Unit-2: Digital Sharing and Exchange of Information

- 2.1 **Internet:** world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from website.
- 2.2 **E- Mail –** Sending, Receiving and Storing Mail, Handle Attachments, Chatting, Social Networks, Participate in Discussion Forum and Blogging.

Unit- 3: Different Type of Networks and Multimedia

- 3.1 Structure of Network
- 3.2 Classification of Computer Networks
- 3.3 Different type of Networks: (i) LAN (ii) WAN (iii) MAN
- 3.4 Multimedia: Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw

Unit- 4: ICT Tools and Its Integration in Education

- 4.1 Over-head Projector
- 4.2 LCD Projector



4.3	K-Yan
4.4	Digital Camera
4.5	Visualiser
4.6	Interactive Boards
4.7	Smart Boards

Hands on Training:


1. Administrative use – Letter Correspondence and e-Mail
2. Construction of a Portfolio and Question paper of Teaching Subjects
3. Creating Learning Materials – Handouts
4. Data Processing, Storing and Retrieving Simple Financial Transactions of the School Such as School Budget and Accounting.
5. Tabulation of Bio data of Staff and Students of the School in which the Student teacher is attached for Practice Teaching.
6. Students Progress Record – Tabulation and Graphical Representation of Results of an Academic Test.
7. Multimedia Presentation on a topic relevant to the Optional Subjects
8. Prepare Transparencies on a topic relevant to the Optional Subjects.

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

Suggested Readings:

- Banerjee, Goel, Swati., Bansal, Rashi. (2018). *A Text Book of Information Technology*. Noida: Goyal Brothers Prakashan.
- Daniel P. Sam (2012). *Integrated Education*. New Delhi: Kalpaz Publications.
- Intel (2003). *Intel Innovation in Education*. New Delhi: Student Work Book.
- Jain, Satish. (1990). *Introduction to Computer Science and Basic Programming*. New Delhi: Prentice Hall of India.
- Kurose James F. & Ross Keith W. (2017). *Computer Networking: A Top – Down Approach*. Pearson Education; Sixth edition.
- Lata Suman & Khatri H.L. (2015). *Educational Technology: Pedagogy and ICT Integration Across The Curriculum*. Jaipur: Shipra Publications; 1st edition.
- Paterson (2011). *Computer Network- A System Approach*. Elsevier; Fifth edition .
- Razani, Mohammad. (2017). *Information, Communication and Technology*. UK: CRC Press; 1 edition.
- Saxena, S. (1998). *A first Course in Computer*. New Delhi: Vikas Publications.
- Summer (2013). *ICT Integration across the Curriculum- A conceptual handbook for educational leaders*. https://issuu.com/sfaiqa/docs/ict_integration_across_the_curricul
- Tanenbaum, A.S. (2013). *Computer Networks*. India: Pearson Education; 5th edition.
- Thamarasser, Ismail. (2013). *ICT Enable Education: Learner and Teacher Perspective*. Delhi: APH Publishing House.




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-XI
Code of the Paper- (BOE – 111)
Field Work and Community Survey (Practicum)**

**Max Marks: 50
External Marks: 40
Internal Marks: 10**

**Total Inst. Hours per Week: 04
Total Credits per Week: 04**

Objectives:

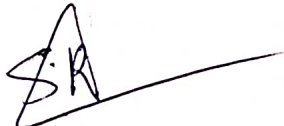
The paper will enable the students to:


- Sensitize students about community.
- Acquaint themselves with various aspects of community.
- Enable the students to interact with community to assess its felt needs.
- Observe the functional aspects of various institutions at village/ward and nearby locality.
- Participate in socio-economic cultural activities of the community
- Document the entire programme and develop report on the project undertaken.
- Work collaboratively to reflect and share their work with each other.
- Learn the techniques of Disaster management

Course Outcomes:

After the completion of this course content the learners will be able to:

- Sensitive about community and its various aspects.
- Aware about the various issues prevailing in the society.
- Interact with community to assess issues and its needs.
- Observe the functional aspects of various institutions at village/ward and nearby locality.
- Contribute in different activities of the community
- Work in collaboration to reflect and work for the welfare of community.
- Learn the techniques of Disaster management



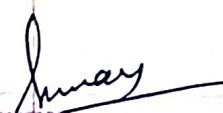
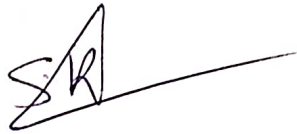

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Field and Community Work

Part A: Activities to be undertaken during the community work

- ❖ Literacy camp: organize a literacy camp in group in nearby village.
- ❖ Identifying the needs of community.
- ❖ Social Awareness Camp: organize an Awareness rally to make the people aware about any one social issue.
- ❖ Plantation Drive
- ❖ Cleanliness Drive
- ❖ Health Drive: Identify Malnutrition among children under 5 year of age in a community (note down the age, height and weight of the children)
- ❖ Awareness programme regarding any three current Govt. Schemes.
- ❖ Gender sensitization: organize a gender sensitization Programme through any one activity like: NukadNatak, Skit, Slogan writing, or poster making.
- ❖ Find out Factors promoting hindering community work and development and give suggestive measures.
- ❖ Develop a project (charts/ppt) on imparting core skills to young children.
- ❖ Prepare a Project on Disaster Management / Attend a workshop on Disaster management and prepare a report on it.

Part B: Prepare a Report on the above activities and submit it in the form of a file.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-I
Paper-XIII
Code of the Paper- (BOE – 113)
Drama and Art in Education(Practicum)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 04
Total Credits per Week: 04

Objectives:

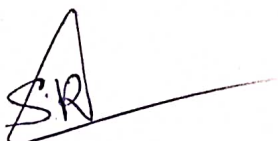
The paper will enable the students to:

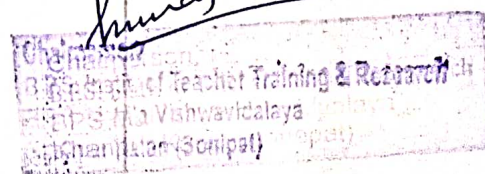
- Develop basic understanding of different art forms impact of arts form on the human mind.
- Enhance artistic and aesthetics sensibility of learners to enable them to respond to the identity in different art forms throw genuine explanation experience and free expression.
- Develop skills for integrating different art forms across school curriculum at secondary level
- Create awareness of the rich cultural heritage artistic and aesthetic
- Identify and develop one's own creative potential.
- Create and present teaching aids: using visual arts and crafts.
- Recognize and examine the role of drama in education.

Course Outcomes:

After the completion of this course content the learners will be able to:

- Understand the different art forms and impact of art forms on the human mind.
- Develop artistic and aesthetics sensibility.
- Respond to the different art forms throw genuine explanation, experience and free expression.
- Acquire the skills for integrating different art forms across school curriculum
- Aware about the rich cultural heritage artistic and aesthetic
- Develop own creative potential.
- Prepare teaching aids by using visual arts and crafts.
- Be familiar with the role of drama in education.





Course Content

Unit-1: Visual Art and Craft

- 1.1 Experiments with Different Materials of Visual Art such as Pastel, Poster, Pen and Ink, Rangoli Materials etc.
- 1.2 Exploration and Experimentation with Different Methods of Visual Arts like Painting, Collage Making, Clay-Modelling, Paper Cutting and Folding etc.
- 1.3 Paper Framing and Display of Art Work.
- 1.4 Sketch making (Square, rectangle, cube, book slate brick, match box, round figure etc.), Stick figure and Face Expressions.
- 1.5 Slogan Writing and Calligraphy in English and Hindi
- 1.6 Art, Art appreciation and Art Education
- 1.7 Visit to Places like Crafts Museums, BalBhavan, Art Galleries.

Unit – 2: Creative Drama and Music

- 2.1 Introduction, Meaning of Objectives and Significance of Music, Drama and Other Creative Co- Scholastic Activities for an Individual
- 2.3 Importance of Music in Life; Types and Style of Indian Music
- 2.3 Role of Drama as a form of Self Expression
- 2.4 Voice Training and Correct Postures of Singing

Unit-3: Fine Arts: Introduction of Fine Arts and its Type

- 3.1 Drawing and Painting with special reference to Secondary Classes.
- 3.2 Stencilling
- 3.3 Collage Making
- 3.4 Pot-Painting, Glass Painting, Fabric Painting
- 3.5 Designing of Greeting Cards & File Covers, Decorative Envelops and Nib Painting.

Unit- 4: Visual Arts

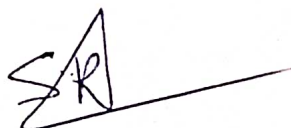
- 4.1 Creative Pixel of Geometrical Design




- 4.2 Surface Design: Floor Decoration (Alpana, Rangoli ,Wall decoration)
- 4.3 Poster Design (Monochrome/Multi colour)
- 4.4 Selecting and Arranging Rare Photographs, Photo Print on Various Themes
- 4.5 Telling a Story through Comic Strips, Creating a Collage using Images, Base cut from Old Magazines or Newspapers etc.

Suggested Readings:

- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1980). *Drama and Theatre in Education*, London: Heinmann.
- Efland, A. D. (1990). *A History of Art Education: Intellectual and Social Currents in teaching the Visual Arts*. New York, NY: Teachers College Press.
- Ghosh, Santidev(1978). *Music and Dance in Rabindranath Tagore's Philosophy*. New Delhi: SangeetNatakAkademi.
- Gupta, A. (2003). *Kabaad se Jugad: Little Science*. Bhopal: Eklavya.
- Harriet, G. (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Khanna, S. and NBT (1992). *Joy of Making Indian Toys*. Popular Science, New Delhi: NBT.
- Khokar & Mohan (1979). *Traditions of Indian Classical Dance*. Delhi: Clarion Books, First ed.
- Kothari & Sunil (edited by) (2003). *New Directions in Indian Dance*. Mumbai: Marg Publications, 55(2).
- McCaslin, N. (1987). *Creative Drama in the Primary Grades*. Vol. I and In the Intermediate Grades, Vol. II, New York/ London: Longman.
- Mishra, A. (2004). *AajbhiKhareinhaiTalaab, Gandhi Peace Foundation*, 5th Edition.
- Narayan, S. (1997). *Gandhi Views on Education: BuniyadiShiksha [Basic Education]*. Available at <https://www.gandhiashramsevagram.org/on-education/buniyadi-shiksha-fundamental-education.php>
- NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*. New Delhi: NCERT.
- NCERT (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
- Prasad, D. (1998). *Art as the Basis of Education*. NBT, New Delhi.
- Rao, K. & Kumar, P. A. (2017). *Drama and Art in Education*. Hyderabad: Neelkamal Publications.
- Sahi, J. & Sahi, R. (2009). *Learning Through Art*. Bhopal: Eklavya.
- Shirley, G. (2000). *Art, an A to Z Guide*. Franklin Watts: USA.
- Vaze, P. (1999). *How to Draw and Paint Nature*. Mumbai: JyotsnaPrakashan.
- Ward, A. (1993). *Sound and Music*. Franklin Watts: New York.




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)

Faculty of Education
Bachelor of Education (B.Ed.)

Semester- II

Paper - II

Code of the Paper- (BOE – 102)

Knowledge and Curriculum -I

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:


The paper will enable the students to:

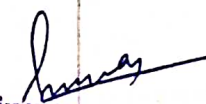
- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To sensitize them towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
- To explore the role of School as an organization and its culture and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling.

Course outcomes:

After the completion of this course content the learners will be able to

- Understand the concept and dimension and curriculum at different levels.
- Relate Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy in relation to each other.
- Describe the determinants and basic consideration of curriculum development.
- Examine the concerns and issues related to curriculum.
- Critically analyses the concept, need and process of NCF 2005 and NCFTE2009.
- Explore the role of School as an organization and its culture
- Develop a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.




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Course Content

UNIT-1 Sources of Knowledge

- 1.1 Meaning of Knowledge, Kinds of knowledge and Sources of knowledge
- 1.2 Methods of acquiring Knowledge
- 1.3 Discuss between:
 - 1.3.1 Information and Knowledge,
 - 1.3.2 Belief and truth
 - 1.3.3 Reasoning and Analysis
- 1.4 Different Ways of Knowing Relative roles of the knower and the known in knowledge transmission and construction

UNIT-2 Knowledge and relationship

- 2.1 Different facets of knowledge and relationship such as:
 - 2.1.1 Local and University
 - 2.1.2 Theoretical and Practical
 - 2.1.3 Contextual and Textual
 - 2.1.4 School and Out of School
- 2.2 Emerging problems relating to knowledge
- 2.3 Epistemology of Indian Philosophies
 - 2.3.1 Sankhya
 - 2.3.2 Vedanta


UNIT-3 Conceptual framework of curriculum

- 3.1 Conceptual Framework of Curriculum – Meaning, nature and its organizing curriculum components
- 3.2 Principles of curriculum construction
- 3.3 Bases of curriculum
- 3.4 Different Approaches to Curriculum Theory Traditional approach
 - 3.4.1 Learner driven approach
 - 3.4.2 Critical approach
 - 3.4.3 Curriculum Process

UNIT-4 Curriculum development

- 4.1 Curriculum Design Models
 - 4.1.1 Discipline Centered Design,
 - 4.1.2 Learner Centered Design
 - 4.1.3 Problem Centered Design
- 4.2 Components required in Curriculum Development
- 4.3 Curriculum Change: Meaning, Need and Factors affecting Curriculum Change




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Suggested Readings:

- Agarwal, V. & Bhatnager, R. P. (2017). *Educational Administration*. Meerut: R. Lall Book Depot.
- Aggarwal J. C. Curriculum Development (2015): Towards Learning without Burden and Quality of Education - An Evaluation.
- Aggarwal, J. C. (2017). *Education Administration, School Organisation and Super vision*. Delhi: Arya Book Depot. Aggarwal, J. C. (2013). *Handbook of Curriculum and Instruction*. Delhi: Doaba Book House.
- Aleen and Unwin. NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi. NCERT(2005). *National Curricular Framework for School Education*. NCERT, New Delhi.
- Bhatia, K. K. & Chadda D. P. C. (2016). *Modern Indian Education and its problems*. Ludhiana: Prakash Brothers Chopra, R. K. (2016). *Status of Teacher in India*, NCERT
- Goodland, J. (2011). *Curriculum Enquiry the Study of Curriculum Practices*. New York:
- Hoer, R.(1971). *Curriculum: Context, Design and Development*, New York: Longmans.
- Lawten, D. (1986). *School Curriculum Planning, London: Holders and Stayhton*.
- McGraw Hill Hass, G. (2015). *Curriculum Planning, A new Approach, Boston: Allyn Bacon*.
- Menon, T. K. N. & Kaul, G. N. (1954). *Experiments in Teacher Training*, New Delhi: Sterling Publishers.
- Nicholls, H. (1978). *Developing Curriculum- A Practical Guide*, London: George
- Payne, D. A. (1973). *Curriculum Coalition: Commentaries on Purpose, Process and Product*. Boston: D.C. Heath.
- Reddy, R. B. (2007). *Knowledge Management* Srivastava S. H. Curriculum and Methods of Teaching
- Siddiqi, M. A. (1993). *In Service Education of Teachers*. New Delhi: NCERT. Yadav, K., Khandaik. H. and Mathur, A. Innovation In Indian
- Singh, L. C. and Sharma, P. C. (1995). *Teacher Education and the Teacher*. New Delhi: Vikas Publishing House.
- Singh, R. P. (1990). *Studies in Teacher Education*. New Delhi: Bahri Publication.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester- II
Paper - IV
Code of the Paper- BOE-104 Opt. (i)
Teaching of English

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16marks.

Objectives:

The course will enable the students to:


- Develop an understanding of the nature of English language system;
- Develop the language proficiency of the student in English with emphasis on LSRW skills;
- Develop an analytical ability to appraise the existing curriculum of English;
- Understand about the teaching of poetry, prose, grammar and composition;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Critically review and use appropriately different skills approaches and methods of teaching English
- Prepare lesson plans on different and prescribed aspects of English as second language;
- Understand and Develop the tools & techniques of evaluation for appraising and enhancing student's knowledge in English;

Course outcomes

After the completion of this course content the learners will be able to

- Language proficient by using basic language skills viz: LSRW skills.
- Appraise the existing curriculum of English.
- Understand the methods of teaching poetry, prose, grammar and composition.
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Use different skills, approaches and methods of teaching English language appropriately.
- Evaluate the enhancing student's knowledge in English;
- Understand the process of language assessment




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Khanpur Kalan (Sonapat)

Course Content

UNIT-1 Language and its Position in India

- 1.1 Nature, Functions and Principles of Language
- 1.2 English as a link language in Global context
- 1.3 Challenges of Teaching and Learning English in India
- 1.4 Language Policies and Status of English as a Medium of Instruction
 - 1.4.1 Position of Languages in India; Articles 343-351, 350A
 - 1.4.2 Language policy in India with reference to Kothari Commission (1964-66); NPE-1986; POA-1992; and National Curriculum Framework-2005

UNIT-2 Aims and objectives of Teaching of English

- 2.1 Aims and objectives of Teaching English at different Stages of Schooling
- 2.2 Instructional Planning: Need and Importance
 - 2.2.1 Formulation of Instructional Objectives in Behavioural Terms
 - 2.2.2 Blooms Taxonomy of Educational Objectives
 - 2.2.3 RCEM Approach of Lesson Planning

UNIT 3: An Overview of Language Teaching Skills, Approaches and Methods of English Language Teaching

3.1 Micro Teaching

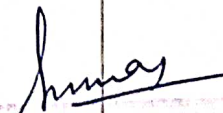
- 3.1.1 Skill of Questioning
- 3.1.2 Skill of Illustration with Examples
- 3.1.3 Skill of Explaining
- 3.1.4 Skill of Stimulus Variation
- 3.1.5 Skill of Reinforcement.

3.2 Methods

- 3.2.1 Difference between Method and Approach
- 3.2.2 Direct Method
- 3.2.3 Bilingual Method
- 3.2.4 Translation cum Grammar Method

3.3 Approaches

- 3.3.1 Structural Approach,
- 3.3.2 Communicative Approach
- 3.3.3 Inductive and Deductive Approach;



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3.3.4 Constructive Approach;

3.3.5 Development of Different Skills: Listening, Speaking, Reading and Writing

UNIT-4: Content and Pedagogical Analysis of Teaching of English

4.1 Pedagogical Analysis

4.2 Teaching of Prose

4.3 Teaching of Poetry

4.4 Teaching of Grammar

4.5 Teaching of Composition

Suggested Readings:

- Bhatia, K.K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: RadhaKrishanAnand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Bryne, D. (1988). *Teaching Writing Skills*, England. Longman Publications.
- Krashen, D. (1992). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamum Press.
- Krishna, Swamy. (2003). *Teaching English: Approaches, Methods and Techniques*, New Delhi, Macmillan Publication.
- Sachdeva, M. S. (2007). *Teaching of English*. Patiala: Twenty First Century 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*. Delhi: Shipra Publication.
- Sharma, N.R. (2019). *Pedagogy of English*. Shri Vinod Pustak mandir Rudrapur Uttarakhand.

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV
BOE – 104 Option (ii)
Teaching of Hindi

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05
Exam Hour: 03
Credit Per Week: 5

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

उद्देश्य :-

- 1 छात्राध्यापक में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- 2 भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- 3 भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- 4 भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- 5 भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- 6 भावी शिक्षकों में विभिन्न शिक्षण -विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।
- 7 भावी शिक्षकों में हिन्दी पाठ्य पुस्तक के विश्लेषण सम्बन्धी क्षमता उत्पन्न करना ।
- 8 भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।

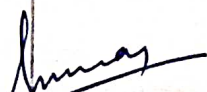
पाठ्यक्रम के परिणाम

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे

- हिंदी भाषा की प्रकृति, आवश्यकता का दायरा और सिद्धांतों को समझें और समझाएं। माध्यमिक स्तर पर हिंदी के शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूक करना।
- विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
- हिंदी सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- छात्रों के प्रदर्शन के मूल्यांकन के तरीके सीखें और उनका उपयोग करें।
- भाषा दक्षताओं का प्रदर्शन

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इकाई—प्रथम : भाषा का संप्रत्यय एवं शिक्षा समितियों के उद्देश्य

- 1.1 भाषा—अर्थ, स्वरूप व प्रकृति ।
- 1.2 भाषा की आवश्यकता एवं महत्व ।
- 1.3 हिन्दी शिक्षण के सामान्य सिद्धांत ।
- 1.4 संविधान शिक्षा समितियों के रिपोर्ट में भाषा —भाषाओं की स्थिति , संविधान की धारा 343— 351 ,कोटासी कमीशन 1964— 66 , राष्ट्रीय शिक्षा नीति 1986 , राष्ट्रीय पाठ्यचर्या की रूपरेखा— 2005 ।
- 1.5 हिन्दी शिक्षक के गुण एवं अपेक्षाएँ

इकाई—द्वितीय : भाषाई एवं अनुदेशनात्मक उद्देश्य

- 2.1 संशोधित ब्लूम टैक्सोनॉमी2001
- 2.2 हिन्दी शिक्षण के सामान्य उद्देश्य ।
- 2.3 अपेक्षित व्यवहार परिवर्तन सम्बन्धी उद्देश्य ।
- 2.4 अनुदेशनात्मक उद्देश्य ।

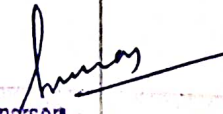
इकाई— तृतीय : भाषाई कौशल एवं अनुदेशनात्मक सामग्री

- 3.1 शुद्ध भाषाई कौशलों का सामान्य ज्ञान
- 3.2 श्रवण कौशल : श्रवण कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,
- 3.3 मौखिक अभिव्यक्ति कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,,
- 3.4 पठन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,
- 3.5 लेखन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ
- 3.6 हिन्दी शिक्षण में अनुदेशनात्मक सामग्री का अर्थ , प्रयोग एवं महत्व
- 3.7 हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता

इकाई—चतुर्थ : सूक्ष्म शिक्षण कौशल एवं पाठ—योजना

- 4.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान
कद्ध प्रश्न कौशल
खद्ध उदाहरण कौशल
गद्ध व्याख्या कौशल
घद्ध उद्दीपनकौशल
- 4.2 पाठ योजना का अर्थ एवं महत्व
- 4.3 हिन्दी— शिक्षण की विभिन्न विधाएं एवं उनकी पाठ योजना ।
कद्ध गद्य शिक्षण:— अर्थ, उद्देश्य, सोपान व विधियाँ ।
खद्ध पद्य शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियाँ ।
गद्ध व्याकरण शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियाँ ।




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Kalan (Sonapat)

घट्ट रचना शिक्षण :- अर्थ, उद्देश्य,, सोपान व विधियां ।

सन्दर्भ ग्रन्थ सूची

- हिन्दी शिक्षण : मंगल उमा 1991, आर्य बुक डिपो, देहली ।
- हिन्दी शिक्षण : पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।
- हिन्दी शिक्षण : डा0 शिखा चतुर्वेदी, लाल बुक डिपो, मेरठ ।
- हिन्दी शिक्षण : रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ ।
- हिन्दी उच्चारण और वर्तनी : शुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली ।
- हिन्दी शिक्षण : भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली ।
- हिन्दी शिक्षण : पाण्डेय आर0 एस0 1992, विनोद पुस्तक भण्डार, आगरा ।
- हिन्दी शिक्षण : निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर ।
- हिन्दी शिक्षण : राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली ।
- हिन्दी शिक्षण : डा0 बी0 एल0 वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV Option (iii)
BOE – 104
Teaching of Sanskrit

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

उद्देश्य :-

- 1 छात्राध्यापक में संस्कृत शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
 - 2 भावी शिक्षकों में संस्कृत भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
 - 3 भावी शिक्षकों में संस्कृत शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
 - 4 भावी शिक्षकों में एक संस्कृत अध्यापक के गुण विकसित करना ।
 - 5 भावी शिक्षकों में संस्कृत सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
 - 6 भावी शिक्षकों में विभिन्न शिक्षण -विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।
 - 7 भावी शिक्षकों में संस्कृत पाठ्य पुस्तक के विश्लेषण सम्बन्धी क्षमता उत्पन्न करना ।
 - 8 भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना
- पाठ्यक्रम के परिणाम

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे :


- संस्कृत भाषा की प्रकृति, आवश्यकता का दायरा और सिद्धांतों को समझें और समझाएं।
- माध्यमिक स्तर पर संस्कृत शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूक करना।
- विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
- संस्कृत पढ़ाने के लिए आवश्यक शिक्षण कौशल प्राप्त करना।
- छात्रों के प्रदर्शन के मूल्यांकन के तरीके सीखें और उनका उपयोग करें।
- भाषा दक्षताओं का प्रदर्शन

इकाई-प्रथम : भाषा का संप्रत्यय एवं शिक्षा समितियों के उद्देश्य

- 1.1 संस्कृतभाषा-अर्थ, स्वरूप व प्रकृति ।



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Khanpur Kalan (Sonapat)

- 1.2 संस्कृत भाषा की आवश्यकता एवं महत्त्व ।
- 1.3 संस्कृत शिक्षण के सामान्य सिद्धांत ।
- 1.4 संविधान शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति, संविधान की धारा 343-351, कोठारी कमीशन 1964-66, राष्ट्रीय शिक्षा नीति 1986, राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005 ।
- 1.5 संस्कृत शिक्षक के गुण एवं अपेक्षाएँ

इकाई-द्वितीय : भाषाई एवं अनुदेशनात्मक उद्देश्य

- 2.1 संशोधित ब्लूम टैक्सोनामी 2001
- 2.2 संस्कृत शिक्षण के सामान्य उद्देश्य ।
- 2.3 अपेक्षित व्यवहार परिवर्तन सम्बन्धी उद्देश्य ।
- 2.4 अनुदेशनात्मक उद्देश्य ।

इकाई-तृतीय : भाषाई कौशल एवं अनुदेशनात्मक सामग्री

- 3.1 शुद्ध भाषाई कौशलों का सामान्य ज्ञान
- 3.2 श्रवण कौशल : श्रवण कौशल का अर्थ, उद्देश्य, एवं महत्त्व एवं विधियाँ,
- 3.3 मौखिक अभिव्यक्ति कौशल का अर्थ, उद्देश्य, एवं महत्त्व एवं विधियाँ,
- 3.4 पठन कौशल का अर्थ, उद्देश्य, एवं महत्त्व एवं विधियाँ,
- 3.5 लेखन कौशल का अर्थ, उद्देश्य, एवं महत्त्व एवं विधियाँ
- 3.6 संस्कृत शिक्षण में अनुदेशनात्मक सामग्री का अर्थ, प्रयोग एवं महत्त्व
- 3.7 संस्कृत शिक्षण में सूचना तकनीकी की उपयोगिता


इकाई-चतुर्थ : सूक्ष्म शिक्षण कौशल एवं पाठ-योजना

- 4.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान
 - कद्द प्रश्न कौशल
 - खद्द उदाहरण कौशल
 - गद्द व्याख्या कौशल
 - घद्द उद्दीपनकौशल
- 4.2 पाठ योजना का अर्थ एवं महत्त्व
- 4.3 संस्कृत - शिक्षण की विभिन्न विधाएँ एवं उनकी पाठ योजना ।
 - कद्द गद्य शिक्षण:- अर्थ, उद्देश्य, सोपान व विधियाँ ।
 - खद्द पद्य शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियाँ ।
 - गद्द व्याकरण शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियाँ ।
 - घद्द रचना शिक्षण :- अर्थ, उद्देश्य,, सोपान व विधियाँ ।

सन्दर्भ ग्रन्थ सूची

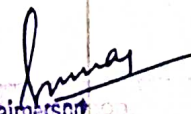
- संस्कृत शिक्षण : सफाया रघुनाथ, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ़ ।




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- संस्कृत शिक्षण : पाण्डेय रामशुक्ल, विनोद पुस्तक भण्डार, आगरा ।
- टीचिंग ऑफ संस्कृत : आर्ट डी0जी0 डोगरें, पी0 के0 आचार्य बुक डिपो, बड़ौदा ।
- संस्कृत शिक्षण : प्रभाकर मिश्र ।
- संस्कृत शिक्षण विधि : रघुनाथ सफाया, पंजाब किताबघर, जालन्धर ।
- संस्कृत शिक्षण : डा0 सन्तोष मितल ।
- संस्कृत शिक्षण : डा0 एन0 के0 शर्मा, के0एस0के0 प्रकाशन, नई दिल्ली ।
- संस्कृत शिक्षण : डा0 वी0 एल0 वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।
- संस्कृत शिक्षण : हुफरैकर, भारत बुक स्टाल, कोल्हापुरा ।




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education
Semester- II
Paper - IV
Code of the Paper- (BOE-104) Opt. (iv)
Teaching of Punjabi

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Understand the Nature and Scope of Punjabi Language.
- Explain the need and principles of Punjabi Language.
- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Demonstrate language competencies.

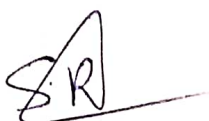
Course outcomes

After the completion of this course content the learners will be able to

- Understand and explain the Nature, Scope of need and principles Punjabi Language.
- Awaren about basic concepts related to teaching of Punjabi at the secondary level.
- Develop linguistic skills and process of its development among pupils.
- Acquire teaching skills required to teach Punjabi.
- Learn and use methods of evaluating the performance of students.
- Exhibit language competencies

Course Content

UNIT-I Nature & Scope of Teaching of Punjabi



1.1 Language & its development

1.1.1. Meaning

1.1.2. Importance

1.1.3. Nature

1.2 Formulation of Instructional objectives in teaching of Punjabi

1.2.1 Meaning of Instructional objectives

1.2.2 Taxonomy of Instructional objectives

1.2.3 writing objectives in behavioral terms

1.3 Correlation

1.3.1 Inter correlation of Punjabi language with other languages(Hindi, English, Sanskrit)

1.3.2 Intra correlation of Punjabi language (Prose, Poetry, Grammar, Composition)

UNIT-2 Contents and its pedagogical analysis

2.1 Pedagogical Analysis- Objectives and lesson planning

2.1.1 Teaching of Prose

2.1.2 Teaching of Poetry

2.1.3 Teaching of Grammar

2.1.4 Teaching of Composition

2.2 Development of Language skills

2.2.1 Listening

2.2.2 Speaking

2.2.3 Reading

2.2.4 Writing

2.3 Teaching skills

2.3.1 Skill of Questioning

2.3.2 Skill of Explaining

2.3.3 Skill of Technology enthusiast

2.3.4 Skill of chalk board writing

UNIT-3 Teaching learning resources and process

3.1 Instructional Material

3.1.1 Concept

3.1.2 components

3.1.3 Importance / use

3.1.4 Use of Language laboratory and latest techniques

3.1.5 Curriculum of Punjabi Language

3.1.6 Text Books of Punjabi Language



Unit-IV: Approaches and Evaluation on Teaching

4.1 Remedial Teaching

4.1.1 Meaning and significance of remedial teaching

4.1.2 Common errors in Punjabi language and their removal

4.2 Evaluation

4.2.1 Concept of test measurement and evaluation

4.2.2 Place of Evaluation in the process of teaching learning

Suggested Readings:

- Singh, G.B. (1981). Gurumukhi Lipi Da Janam Te Vikas, Chandigarh: Punjab University Publication Bureau
- Singh, G. (1971). Gurumukhi Lipi Bare, Ludhinana : Lahore Book Shop
- Singh, H. (1966), Punjabi Bare, Patiala: Punjabi University
- Sekhon, S.S. & Singh, P.P. (1961). Punjabi Boli Da Itihaas, Punjabi Bhasha Vibhag



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV
Code of the Paper (BOE – 104) (Opt.v)
Teaching of Urdu

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives:

The paper will enable the students to:


- Explain the concept of Urdu and its elements.
- Understand the Nature and Scope of Urdu Language.
- Explain the need and principles of Urdu Language.
- Develop awareness about basic concepts related to teaching of Urdu at the secondary level.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Demonstrate language competencies.

Course outcomes

After the completion of this course content the learners will be able to

- Understand and explain the Nature, Scope of need and principles Urdu Language.
- Awaren about basic concepts related to teaching of Urdu at the secondary level.
- Develop linguistic skills and process of its development among pupils.
- Acquire teaching skills required to teach Urdu.
- Learn and use methods of evaluating the performance of students.
- Exhibit language competencies




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Course Content

Unit- 1: Nature & Scope of Teaching of Urdu

- 1.1 Language & its development
 - 1.1.1. Meaning
 - 1.1.2. Importance
 - 1.1.3. Nature
- 1.2 Formulation of Instructional objectives in teaching of Urdu
 - 1.2.1 Meaning of Instructional objectives
 - 1.2.2 Taxonomy of Instructional objectives
 - 1.2.3 writing objectives in behavioral terms
- 1.3 Elements of Urdu Language- its phonetic structure, morphological structure and syntactic structure.
- 1.4 Spelling Errors, their causes and corrections.

Unit-II Pedagogical Analysis and Lesson Planning

- 2.1 Meaning importance and steps of Pedagogical Analysis
- 2.2 Pedagogical analysis on any two topics of Prose and Poetry each.
- 2.3 Lesson Planning : Needs and importance, basic elements and its preparation.
- 2.4 Unit Planning in Urdu : Need, importance and its preparation.
- 2.5 Identification of Linguistic and Ideational content of the lessons.

Unit-III Approaches And Methods of Teaching Urdu

- 3.1 Micro - Teaching skills
 - 3.1.1 Skill of Introducing the lesson
 - 3.1.2 Skill of Questioning
 - 3.1.3 Skill of Explaining
 - 3.1.4 Skill of Illustration
 - 3.1.5 Skill of Stimulus Variation
- 3.2 Approaches and Methods of teaching Urdu
 - 3.2.1 Prose: Objectives and methodology, lesson planning
 - 3.2.2 Poetry: Objectives and methodology, lesson planning
 - 3.2.3 Grammar: Objectives and methodology, lesson planning
 - 3.2.4 Speech Development, speech defects, cause and remedies
 - 3.2.5 Reading, loud reading, silent reading,,intensive and extensive reading, self reading and reading habits
 - 3.2.6 Writing composition : objectives and methodology and correction of composition.
- 3.3 Materials for teaching Urdu

Unit-IV: Evaluation on Teaching Urdu



4.1 Remedial Teaching

4.2.1 Meaning and significance of remedial teaching

4.2.2 Common errors in Urdu language and their removal

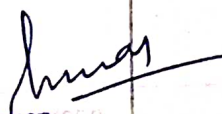
4.3 Evaluation

4.3.1 Concept of test measurement and evaluation

4.3.2 Place of Evaluation in the process of teaching learning

Suggested Readings:

- Ansari. A.F.(2015). *Ghazal ki Taalim*: New Delhi : Urdu Board.
- Hussain. H.(2016). *Teaching of Urdu*. Ludhiana: Lahore Book Shop.
- Singh, H.(2010). *Teaching of Urdu Language*. Patiala: Punjabi University.
- Shrivastava R.P. & Singh, P..(2012). *Urdu bolikalthaash*, Aligarh University.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV Option(vi)
BOE – 104
Teaching of Physical Science

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Understand the Nature and Scope of Physical Science.
- Appreciate that Science is a Dynamic and Expanding Body of Knowledge.
- Understand Aim And Objectives of Teaching Physical Science.
- Understand Bloom's Taxonomy of Educational Objectives.
- Write Instructional Objectives in Behavioural Term.
- Use Effectively Different Activities/Experiments/Demonstrations/Laboratory Experiences for Teaching-Learning of Physical Science.
- Facilitate Development of Scientific Attitudes in Learners.
- Adopt Suitable Approaches and Methods to Teach Physical Science.
- Appreciate the Importance of Planning for Teaching of Physical Science.
- Use e-resources In Teaching Physical Science Effectively.
- Understand Latest Trends In Science Curriculum.
- Critically Analyze The Existing Science Curriculum.
- Develop Skills of Conducting Experiments to Demonstrate Physical Science Concepts.
- Develop Laboratory Skills Needed to Link Theory with Practical Work.

Course outcomes

After the completion of this course content the learners will be able to

- Understand the Nature, Scope, Aim And Objectives of Physical Science



- Use Bloom's Taxonomy for framing Educational Objectives in Behavioural Term.
- Employ Experiments/Demonstrations/Laboratory Experiences for Teaching and Learning Physical Science.
- Develop Scientific Attitude, critical thinking and decision making.
- Use e-resources In Teaching Physical Science Effectively.
- Analyze the Science Curriculum Critically.
- Implement Suitable Approaches and Methods to Teach Physical Science.
- Develop Laboratory Skills Needed to Link Theory with Practical Work.

Course Content

UNIT-1 : Fundamentals of Teaching of Physical Science

- 1.1 Meaning, Nature and Scope of Physical Science
- 1.2 Need and Importance of Physical Science in Secondary schools and its Values in the Present Context.
- 1.3 Scientific Literacy and Correlation of Physical Science with Other School Subjects
- 1.4 Concept of Theoretical Knowledge (Facts, Concepts, Hypothesis, Theory, Principles and Law)
- 1.5 Contribution of Eminent Scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V.Raman, Albert Einstein

UNIT-2 : Aims and Objectives of Physical Science

- 2.1 Developing Scientific Attitude and Scientific Temper
- 2.2 Aims and Objectives of Teaching Physical Science
- 2.3 Bloom's Taxonomy of Educational Objective
- 2.4 Formulation of Instructional Objectives in Behavioral Terms.

UNIT-3 : Approaches and Strategies of Learning Physical Science

- 3.1 Methods of Teaching: Lecture cum Demonstration method, Project Method, Laboratory Method, Scientific Method
- 3.2 Approaches: Problem solving and Investigatory approach, Concept Mapping and Collaborative Approach, Inductive and Deductive Approach
- 3.3 Skills of Teaching: Skill of Questioning, Skill of Explaining, Skill of Illustration with Example, Skill of Stimulus Variation
- 3.4 Strategies of Teaching Physical Science: Team Teaching, Panel Discussion, Field Trips, Science Club, Science Fairs and Exhibition

UNIT - 4: Curriculum and Learning Resources in Physical Science

- 4.1 Principle of Curriculum Construction
- 4.2 Critical analysis of existing curriculum of physical science in secondary level



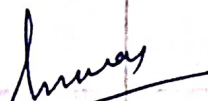
- 4.3 Characteristics of a Good Curriculum and a Good Science Textbook
- 4.4 Physical Science Laboratory-Importance, Planning, Designing and Equipping
- 4.5 Audio-Visual Aids and e-learning Resources
- 4.6 Improvised Apparatus-Meaning, Importance and Preparation
- 4.7 Professional Growth of Physical Science Teacher (In-service)

Practical Work: Any two of the following:

1. Prepare list of basic equipments used in the Physics and Chemistry laboratory along with their handling details.
2. Practice at least five experiments to be demonstrated / conducted in secondary class.
3. Prepare a working model on Physical Science secondary school standard topics.
4. A case study of any secondary science lab and prepare a report.

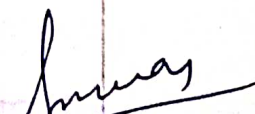
Suggested Readings:

- Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House
- Ahmad J. (2014). *Teaching of Biological Science*, PHI.
- Arul Jothi (2009). *Teaching of Physical Science*, Centrum Press
- Davar Monika (2012). *Teaching of Science*, PHI Learning; 1 edition
- G. Parveen Manoj & Koya Haddan M.P. (2016). *Teaching science Resource, Method and Practice-* (Physical Science & Natural Science), Neelkamal; First edition (2016)
- Gupta, G. *Teaching of Science*. Twentyfirst Century Publication; Second Edition edition (2010)
- Joshi, D. (2012). *Methodology of Teaching Science*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur R.(2007), *Teaching of Science*, Twenty First Century Publication
- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt Ltd..
- Kohli, V.K. (2007): *How to Teach Science*, Shri Krishna Publications Ambala
- Kulshrestha, S.P., Singh, Gaya (2013). *Teaching of Physical Science*. Meerut: Raj Printers.
- Kumar Amit (2002). *Teaching of Physical Science*, Anmol Publications
- Kumar Parmod, Ramaiah K. & Sreedharacharyulu K. (2016). *Pedagogy of Physical Science*, R.Lall; First edition
- Mangal, S.K. (2009). *Teaching of Physical Sciences*.
- Mangal S. K. & Mangal S. (2016). *Pedagogy of Physical Science*, International Publishing House
- Mohan R. (2004). *Innovative Science Teaching for Physical Science Teachers*, PHI Learning
- Nagaraju, M.T.V., Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: Neel Kamal Publications.
- NCERT (2000) *National Curriculum Framework for School Education*. National Council of Educational Research and Training (NCERT), New Delhi.


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- NCERT (2006) Position Paper National Focus Group on Teaching of Science. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006). *Position paper on teaching of science*. New Delhi: NCERT.
- NCERT, Teaching of Physical Science I & II
http://www.ncert.nic.in/departments/nic/desm/publication/pdf/phy_sci_partI.pdf
- NCERT, Teaching of Science I & II
http://www.ncert.nic.in/departments/nic/dse/activities/advisory_board/PDF/teaching_sc.pdf
- NCF (2005). National curriculum framework. New Delhi: NCERT.
- Pandey. (2003). Major issues in science teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S: Create space Publications.
- Rajan, S.(2012). Methodology of Teaching Science, Pearson Education India; First edition
- Rajasekar S. (2016). Methods of Teaching Physical Science, Neelkamal; first edition
- Sharma S.B. (2016). Pedagogy of Science, Rakhi Prakashan
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp.
- Sharma, R.P. (2010). Teaching of Physical Science. Meerut: R.Lall.
- Srivastava Ashok (2013). Pedagogy of Science, NCERT; First Edition edition (2013)
- Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.
- Tripathi, S. (2004). Teaching of Physical Science, Dominant Publishers
- Vanaja M. (2008) Methods of Teaching Physical Science, Neelkamal Pub.
- Weil-Barais, A. (2001). Constructivist approaches and the teaching of science.




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV
Code of the Paper (BOE – 104) (Opt.vii)
Teaching of Commerce

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives:

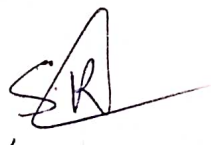
The paper will enable the students:

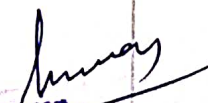
- To develop an awareness about Commerce as a subject.
- To familiarize the student-teachers with the technique of developing curriculum for the +2 students of Commerce.
- To develop and analytical ability to appraise the existing curriculum of Commerce.
- To enable student-teachers to be conversant with the different methods of teaching.
- To develop positive outlook and skill for the use of modern teaching-aids.
- To instill the competence of organizing co-curricular activities for enriching the subject matter of Commerce.
- To enable them to develop the tools & techniques of evaluation for appraising and enhancing students' knowledge in Commerce.

Course outcomes

After the completion of this course content the learners will be able to

- Know the techniques to develop and appraise the curriculum of Commerce.
- To develop positive outlook and skill for the use of modern teaching-aids.
- Competet to organize co-curricular activities for enriching the subject matter of Commerce.
- Develop the tools & techniques of evaluation for appraising and enhancing students' knowledge in Commerce.
- Develop the teaching skills needed to teach commerce.




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Course content

UNIT-I Concept of Commerce

- 1.1 Meaning, Nature and Scope of Commerce
- 1.2 Development of desired competencies among the commerce students
- 1.3 Integration of commerce with other subjects
- 1.4 Place of Commerce in Secondary School Curriculum
- 1.5 Need and importance of commerce in school curriculum at higher secondary level

UNIT- 2 Aims and objectives of commerce

- 2.1 Aims, Objectives and Values of Teaching Commerce
- 2.2 Bloom's Taxonomy of Objectives
- 2.3 Writing Instructional Objectives in Behavioural Terms

UNIT- 3 Micro skills and teaching methods

3.1 Methods of teaching

- Discussion Method
- Project method
- Problem solving method
- Lecture Method

3.2 Micro Skills

- Skill of Reinforcement
- Skill of Probing Questions
- Skill of Explaining
- Skill of Illustration With Examples
- Skill of Stimulus Variation

UNIT- 4. Lesson planning and instructional material

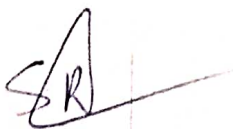
- 4.1 Types of Planning (Year Plan, Unit Plan, Lesson Plan)
- 4.2 Lessonplan: Need, Importance, Principles and steps
- 4.3 Self Instructional Material in Teaching Commerce: Meaning ,Need and Importance, Criterion for the selection of Effective Instructional Material, Difficulties and Problems in the use of Instructional Material, Classification of Instructional Material (Projected Material,Non-projected Material)

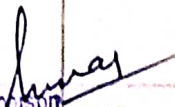
Suggested Readings:

- Aggarwal, J.C. (2008). *Teaching of commerce: A practical Approach*. Ghaziabad:Vikas publishing house
- Gupta, R. (2018) *Teaching of Commerce*. New Delhi:Shipra Publication

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- Kavita.(2012) *Teaching of commerce*. New Delhi:Jagdhamba Publishing House
- Kumar,M. (2004) *Modern teaching of commerce*. New Delhi:Anmol publications Pvt. Ltd.
- Monga, V., Kumar, N & Kumar, M.(2019) *Teaching of commerce*. Patiala: Twenty first century publication
- Sharma, Y.K.(2011). *Teaching of commerce: Principles, theories, methods and techniques*. New Delhi: KamishkaPublishiners Distributors
- Singh, Y.K.(2009) *Teaching of commerce*. New Delhi: APII Publishing House
- Sumathy, M &Manoharan, C.(2018) *Teaching of commerce*. New Delhi: Regal Publications
- Venkateswarlu. K.(2010) *Methods of teaching commerce*. New Delhi: Discovery Publishing House




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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV
Code of the Paper (BOE – 104) (Opt.viii)
Teaching of Home Science

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives:

The paper will enable the students to:

- Understand nature and scope of Home Science
- Understand objectives of Teaching of Home Science
- Adopt suitable approaches, methods and different resources to teach Home Science
- Applying E-resources in Teaching of Home Science
- Develop skill of lesson planning based on various approaches
- Understand the concept of Continues and Comprehensive evaluation

Course outcomes

After the completion of this course content the learners will be able to


- Understand nature, objectives and scope Teaching of Home Science
- Implement suitable approaches, methods and different resources to teach Home Science
- Use E-resources in Teaching of Home Science
- Use Bloom's Taxonomy for framing Educational Objectives in Behavioural Term.
- Acquire the teaching skills required to teach home science effectively.
- Understand the concept of Continues and Comprehensive evaluation in teaching of home science.

Course Content

Unit- 1: Fundamentals of Home Science

- 1.1 Meaning, Nature and Scope of Home Science




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Khanpur Kalan (Sonapat)

- 1.2 Need and Importance of Home science in secondary schools in the present context
- 1.3 Correlation of Home Science with other school subjects.
- 1.4 Components of Home Science.
 - o Food and Nutrition
 - o Resource Management
 - o Human Development
 - o Textiles and Clothing
 - o Extension Education
- 1.5 Misconceptions regarding Home Science.
- 1.6 Importance of Home Science in Various Stages of Secondary Education.

Unit -2: Aim and Objectives of Teaching of Home Science

- 2.1 Aims and Objectives of Teaching of Home Science
- 2.2 Blooms Taxonomy of Educational Objectives
- 2.3 Formulation of Specific Objectives in Behavioural Terms.

Unit-3: Skills and Methods of Teaching of Home Science

- 3.1 Micro Teaching Skill
 - 3.1.1. Skill of Introducing the Lesson
 - 3.1.2. Skill of Questioning
 - 3.1.3. Skill of Illustration with Examples
 - 3.1.4. Skill of Explaining
 - 3.1.5 Skill of Stimulus Variation
- 3.2 Methods of Teaching
 - 3.2.1. Lecture cum Demonstration Method
 - 3.2.2. Project Method
 - 3.2.3. Problem solving Method

Unit -4: Teaching Learning Resources and Processes

- 4.1 Meaning, Principles and Steps of Lesson Planning in Home Science.
- 4.2 Classification and Importance of Teaching Aids. (Visual Aids: - Chart, Model, Specimen).
- 4.3 e-learning Resources: Use of Multimedia and Computers in Home Science, e-learning, PPT, Internet.
- 4.4 Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher
- 4.5 Meaning and Importance of Evaluation in Home Science
- 4.6 Types of Evaluation.



Suggested Readings:

- Bossing, N.H (2010).: *Teaching Secondary Schools*, Amrind Publishing Co., New Delhi.
- CBSE (2009); *Teacher's manual on CCE*. New Delhi : CBSE
- Chandra, Shah & Joshi (2012). *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd
- Dass & Ray.(1984) *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd.
- Devdass, R. P. (2008) *Method of Teaching of Home Science*, New Delhi: NCERT.
- Devadas, R.P. (2009): *Teaching Home Science in Secondary School*, All India Council for Secondary Education, Cornell University.
- Devdass, R. P. *Teaching of Home Science in Secondary School. A handbook of Suggestion for Teachers*, New Delhi: NCERT
- Kapoor,R. (1994) *Teaching Of Home Science*, Ludhiana: Parkash Book Depot
- Ryons, D.C. (2011): *Characteristics of Teachers*, Sterling Publication Co. Pvt. Ltd., New Delhi.
- Sheri, G.P. & Sherry, D.P. (2008), *Teaching Of Home Science*, Agra : Vinod Pustak Mandir.
- Sharma, S. (2012): *Modern Method of Home Science*, Sarup & Sons Publication, New Delhi.
- Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-IV
Code of the Paper (BOE – 104) (Opt.ix)
Teaching of Music

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives:

The paper will enable the students to:

- Understand the aims of teaching Music
- Understand competencies and skills for teaching of Music
- Develop understanding and awareness of the essentials of Music
- Understand the important evaluation procedures in Music
- Demonstrate Aesthetic Sense, Time Sense, Tolerance & Self-confidence

Course outcomes

After the completion of this course content the learners will be able to

- Recognize the importance of teaching Music
- Acquire competencies and skills for teaching of Music
- Realize the important evaluation procedures in Music
- Develop Aesthetic Sense, Time Sense, Tolerance & Self-confidence

Course Content

Unit- 1: Concept, Objective and Importance

- 1.1 A brief history of Indian Music.
- 1.2 Need and importance of Music in secondary schools in present context.
- 1.3 Co-relation of Music with other school subjects.
- 1.4 Aims & Objectives of teaching Music in schools.
- 1.5 Knowledge of Swaras-difference of Swaras and Sruti:- division of Swaras in measures of Sruti.
- 1.6 Nature & Scope of Teaching of Urdu

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Unit-II Essentials of Music

- 2.1 Information about Voice Culture and Carynx.
- 2.2 Possibilities of Notation for Indian Music.
- 2.3 Motion and Rhythm in Music.

Unit-III Teaching Learning Resources

- 3.1 Importance of various Teaching Aids in Music.
- 3.2 Concept, need and importance of Lesson Planning in Music.
- 3.3 Qualities of Music Teachers: Gayak, Vada and Vadyakar.

Unit-IV: Approaches and Evaluation in Teaching

- 4.1 Different Method of Teaching Music.
- 4.2 Meaning, importance and need of evaluation in Music.
- 4.3 Types of Evaluation Techniques.
- 4.4 Importance of Classical Music, Suggestions for the Popularization of Classical Music.

Practicum/Sessionals

Any two of the following :

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

Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar

Suggested Readings:

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.
- Linsin Michael (2016). Classroom Management Art, Music and Pe Teacher, Lighting Source.
- Classroom Responsive (2016). Music, Art Pe and other Special Areas, Center for Responsive.
- Eisenhauu Julie (2014) Classroom Music Ecumes & Activities, Lomg Educational press.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(i)
Teaching of Mathematics

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Understand the nature of Mathematics.
- Understand the characteristics of Mathematical language
- Understand the historical development of Mathematics
- Explain contribution of Indian Mathematicians
- Explain the relationship of Mathematics with other subjects
- State specific objectives in behavioural terms
- Understand the Teaching methods and their applications in Teaching of Mathematics

Course outcomes

After the completion of this course content the learners will be able to

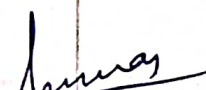
- Elucidate the contribution of Indian Mathematicians
- Know the relationship of Mathematics with other subjects
- State specific objectives in behavioural terms using different taxonomies
- Understand the Teaching methods and their applications in Teaching of Mathematics
- Develop logical thinking and decision making.
- Use e-resources In Teaching Mathematics Effectively.
- Analyze the Mathematics Curriculum Critically.
- Implement Suitable Approaches and Methods to Teach Mathematics effectively.

UNIT-I : Mathematics: Historical Background

1.1 Meaning, Nature and Scope of Mathematics

1.2 Brief History of Mathematics




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Khanpur Kalan (Sonapat)

- 1.3 Historical Development of Number and Metric System
- 1.4 Contribution of Indian Mathematician
 - 1.4.1 Aryabhata
 - 1.4.2 Brahmgupta
 - 1.4.3 Srinivas Ramanujam
 - 1.4.4 Bhaskaracharya
- 1.5 Vedic Mathematics: A Historical Overview
- 1.6 Correlation of Mathematics with Other Disciplines and Other Branches of Mathematics

UNIT-2 : Aims and Objectives of Mathematics Teaching

- 2.1 Aims and Objectives of Teaching of Mathematics
- 2.2 Bloom's Taxonomy of Educational Objectives
- 2.3 Formulation of Instructional Objectives in Behavioural Terms
- 2.4 Approaches of Writing Instructional Objectives in Behavioural Terms

UNIT-3: Skills and Methods of Teaching Involved in Teaching of Mathematics

- 3.1. Micro skills in Teaching of Mathematics
 - 3.1.1 Skill of Reinforcement
 - 3.1.2 Skill of Probing Questioning
 - 3.1.3 Skill of Stimulus Variation
 - 3.1.4 Skill of Illustration with Examples
 - 3.1.5 Skill of Explaining
- 3.2 Methods: Steps, Advantages and Disadvantages of Various Teaching Methods
 - 3.2.1 Lecture cum Demonstration Method
 - 3.2.2 Project method
 - 3.2.3 Problem solving method
 - 3.2.4 Inductive and deductive method
 - 3.2.5 Laboratory method

UNIT-4: Lesson Planning and Teaching Learning Resources

- 4.1 Meaning, Importance, Steps and Qualities of a Good Lesson Plan
- 4.2 Types of Lesson Planning: Year, Unit and Daily
- 4.3 Teaching Aids: Importance and Various Types of Teaching Aids used in Mathematics
- 4.4 Use of e-resources (Discussion Forum, e-book, e-journals) in Reference to Teaching of Mathematics
- 4.5 Developing Low Cost Improvised Teaching Aids

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Suggested Readings:

- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Booker, G., Bond, D., Sparrow, L. and Swan, P., (2009) *Teaching Primary Mathematics [Fourth Edition]* Sydney: Pearson Education Australia.
- James, Anice (2005). *Teaching of Mathematics*. Hyderabad: Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya Ganitke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.
- Kapur, S.K. (2005). *Learn and Teach Vedic Mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A.K. (2012). *Teaching of Mathematics*. Meerut: R. Lal and Sons.
- Kulshreshtha, A.K. (2017). *Pedagogy of School Subject Mathematics*. Meerut: R. Lal and Sons.
- Lester, F.K. (Ed.) (2007). *Second Handbook of Research on Mathematics Teaching and Learning*, Charlotte, NC: NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- Tyagi, S.K. (2004). *Teaching of Arithmetic*. Delhi: Commonwealth Publications.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(ii)
Teaching of Social Studies

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Define the concept of Social Studies
- Explain different methods to teach social Studies.
- Develop self-instructional material.
- Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.
- Explain use of teaching aids effectively in the class-room.
- Develop lesson plan with the help of advanced technology.

Course outcomes


After the completion of this course content the learners will be able to

- Develop the concept, need, and scope of Social Studies
- Explore the different methods to teach social Studies.
- Develop self-instructional material to teach social studies.
- Use effective evaluation method to assess students' achievement in social studies.
- Use of teaching aids to teach social studies effectively in the class-room.
- Use of e resources using advanced technology to teach social studies.

Course Content:

UNIT-1 Concept, objectives of Social Studies:

- 1.1 Meaning, Scope, Importance and values of Teaching Social Studies.
- 1.2 Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
- 1.3 Bloom's Taxonomy of objectives
- 1.4 Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.



UNIT-2 Methods and Skills of Teaching Social Studies:

2.1 Concept of Micro Teaching Skill, Different Teaching Skill

- (A) Skill of Questionnaire
- (B) Skill of Illustration with example
- (C) Skill of Stimulation
- (D) Skill of Reinforcement
- (E) Skill of Chalk boards

2.2 Method:

- Project Method
- Inductive and Deductive Method.
- Story Telling Method
- Lecture-Cum Discussion Method

UNIT-3 Development utilization of Instructional Material

3.1 Development of Self-Instructional Material.

3.2 Use of Community Resources.

3.3 Development/Utilization of instructional aids-

- Charts
- Maps
- Graphs
- Models
- Film strips

UNIT-4 Evaluation in Social Studies

4.1 Concept and Need of Evaluation.

4.2 Characteristics of a Good Evaluation test

4.3 Different types of Evaluation Tools, Formative and summative evaluation.

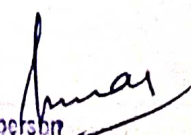
4.4 Evaluation Devices

- Oral test
- Written Test

4.5 Text Book: Importance and qualities of a good text book of Social Studies

Suggested Readings

- Aggarwal, J.C. (1982), *Teaching of Social Studies: A Practical Approach*, 4th edition New Delhi: Vikas Pub.
- Burton, W. H. (2016). *Principles of History Teaching*, London: Methuen
- Chaudhary, K. P. (2015). *The Effective Teaching of History in India*, New Delhi: NCERT



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- Dhamija, N. (2013). *Multimedia, Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House
- Hamming, J. (2019). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Khan, S.U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications
- Kochhar, S.K. (1983). *Teaching of Social Studies*, New Delhi: Sterling Publications.
- Mangal, S.K. & Mangal, U. (2018). *Padagogy of Social Science*, New Delhi: Practice Hall India Pvt. Limited.
- Martorella H. Peter. (1994) *Social Studies for elementary School Children (Developing Young Citizens)*
- Mehta, D.D. (2004). *Teaching of Social Studies*, Ludhiana: Tandon Pub.,
- Michaels U. Joh (1992). *Social Studies for Children* New Delhi: Maktaba Jamia Ltd.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(iii)
Teaching of Life Science

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

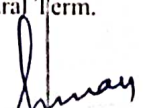
- Understand nature & scope of life science
- Understand the importance of life science and its values in present context
- Understand objectives of teaching life science
- Understand bloom's taxonomy and formulate instructional objectives in behavioural terms
- Adopt suitable approaches, methods and different resources to teach life science.
- Appreciate the importance of planning and organizing the extension activities.
- Apply e-resources in teaching life science.
- Develop a skill of conducting experiments to demonstrate life concepts.
- Enable prospective teachers to be effective teachers in order to perform the required role as a life science teacher under indian school conditions.
- Understand latest trends in science curriculum
- Critically analyze the existing science curriculum.
- Enable the student-teachers to acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipment
- Appreciate various approaches of teaching-learning of life science
- Explore the process skill in science and role of laboratory in teaching-learning

Course outcomes

After the completion of this course content the learners will be able to

- Understand the Nature, Scope, Aim and Objectives of life Science.
- Use Bloom's Taxonomy for framing Educational Objectives in Behavioural Term.




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- Employ Experiments/Demonstrations/Laboratory Experiences for Teaching and Learning life Science.
- Develop Scientific Attitude, critical thinking and decision making.
- Use e-resources In Teaching life Science Effectively.
- Analyze the Science Curriculum Critically.
- Acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipment
- Implement Suitable Approaches and Methods to teach life Science.
- Develop Laboratory Skills Needed to Link Theory with Practical Work.

Course Content

UNIT-1: Fundamentals of Teaching of Life Science

- 1.1 Meaning, Nature and Scope of Life science
- 1.2 Need and Importance of Life Science in Secondary Schools and its values in the present context.
- 1.3 Correlation of Life science with other school subjects.
- 1.4 Biology in the Service of Human Welfare-Agriculture, Medicine and Industry

UNIT- 2: Aims and Objectives of Life Science

- 2.1 Developing scientific attitude and scientific temper
- 2.2 Aim and Objectives of Teaching Life science at secondary and senior secondary stage
- 2.3 Bloom's Taxonomy of educational objectives.
- 2.4 Formulation of instructional objectives in Behavioural terms.

UNIT- 3: Approaches and Strategies of Learning Life Science

- 3.1 Methods of teaching: Lecture-cum-demonstration method, Problem solving method, Scientific Method, Remedial Teaching and Team Teaching
- 3.2 Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning, concept mapping and self-learning
- 3.3 Skills of Teaching: Skill of Questioning, Skill of Explaining, Skill of Illustration with examples and Skill of stimulus variation

UNIT- 4: Curriculum and Learning Resources in Life Science

- 4.1 Trends in Science curriculum and Principles of Curriculum Construction
- 4.2 Characteristics of a good curriculum
- 4.3 Critical Analysis of Existing curriculum of Life Science at secondary level
- 4.4 Life Science Laboratory- Planning, designing, maintenance of life equipments and records.
- 4.5 Teaching Aids and their use in teaching Life Science

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4.6 Utilization of internet and e-resources in science classroom

Practical Work: Any Two of the following:

- Laboratory techniques such as collecting, culturing, staining, maceration, temporary & permanent mounting of materials.
- Museum techniques: Preservation, preparation and maintenance of plant, animal and other specimens.
- Setting up and maintenance of Aquarium & Terrarium.
- Use and maintenance of basic equipment in the Biology laboratory.
- Practicing at least five experiments to be demonstrated / conducted in secondary class.
- Prepare a working model on biological secondary school standard topics.
- Collect and preserve any five biological specimens and write a report.
- A case study of any senior secondary science lab and prepare report.

Suggested Readings:

- Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing House
- Ahmad J. (2014). Teaching of Biological Science, PHI.
- Ahmad Jasim (2011), Teaching of Life Sciences, PHI Learning Private Limited
- Gupta, G. Teaching of Science. Twentyfirst Century Publication; Second Edition edition (2010)
- Jerry Wellington. Teaching Science in Secondary Classes; Routledge, USA, 1996.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur R. (2007), Teaching of Science, Twenty First Century Publication
- Kohli, V.K. (2007): How to Teach Science, Shri Krishna Publications Ambala
- Mangal S.K. (2005), Teaching of Life Science, Arya Book Depot, Karol Bagh, New Delhi.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J : Science for all Children : Allyn & Bacon : USA, 1998.
- Mohan, Radha (2007): Innovative Science Teaching, Prentice Hall of India, New Delhi.
- NCERT (2000) National Curriculum Framework for School Education. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006) Position Paper National Focus Group on Teaching of Science. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT, Teaching of Physical Science I & II
http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- NCERT, Teaching of Science I & II
http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp
- Siddiqi & Siddiqi: Teaching of Science Today and Tomorrow, Doaba House, New Delhi, 2002.
- Sundarajan, S. Teaching Science in Middle School: A Resource Book. Orient Longman: Hyderabad, 1995.
- Vaidya N., Science Teaching for the 21st Century, Deep and Deep Publishers, 1999.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(iv)
Teaching of Economics

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Develop an understanding of meaning, scope, aims and objectives of teaching of Economics.
- Get knowledge of different methods of teaching.
- Get knowledge of different devices, techniques and tools of evaluation.
- Develop the skill of preparing lesson plan in subject.
- Develop an interest in teaching of economics.
- Acquire knowledge of present economic conditions in India.
- Acquire desirable attitudes and to become effective instrument of economic change and Economic development.
- Become an effective citizen and good consumer
- Acquire appropriate professional behaviour and to develop commitment to leading Profession
- Train the students to use problem- solving approach in problems related to economy and Economics
- Demonstrate application of I.C.T. in teaching of Economics

Course outcomes

After the completion of this course content the learners will be able to

- Develop an understanding of meaning, scope, aims and objectives of teaching of Economics.
- Know different devices, techniques and tools of evaluation, different methods of teaching to teach economics effectively.
- Know the present economic conditions in India.
- Become effective instrument of economic change and development.
- Acquire appropriate professional behaviour and to develop commitment to leading Profession
- Use problem- solving approach in problems related to economy and Economics

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Khanpur Kalan (Sonapat)

- Exhibit application of I.C.T. in teaching of Economics

Course Content

Unit-1: Concept, Scope, and importance of Teaching of Economics

- 1.1 Meaning, Nature and Scope of Economics as a school subject
- 1.2 Significance of economics in secondary school curriculum
- 1.3 Importance and role of Economics in Education
- 1.4 Values of Teaching Economics: Practical, Social & Cultural
- 1.5 Classification of economic system: Capitalism, Socialism and mixed economy

Unit-2: Aims and Objectives of Teaching of Economics

- 2.1 Aims, Objectives and Values of Teaching Economics
- 2.2 Bloom's Taxonomy of Objectives
- 2.3 Writing Instructional Objectives in Behavioural Terms

Unit-3: Micro Skills and Teaching Methods

3.1 Methods of teaching

- Discussion Method
- Project method
- Problem solving method
- Lecture Method

3.2 Micro Skills

- Skill of Reinforcement
- Skill of Probing Questions
- Skill of Explaining
- Skill of Illustration With Examples
- Skill of Stimulus Variation

Unit 4: Lesson planning and instructional material

- 4.1 Lesson Planning: Need and Importance of a good lesson plan, Principles of Lesson Planning, Steps involved in Lesson Planning
- 4.2 Types of Planning (Year Plan, Unit Plan, Lesson Plan)
- 4.3 Development/ Utilization of Instructional Aids- Charts, Maps Graphs Tables, Models Film Strips, T. V. Computer, Internet.
- 4.4 Application of I.C.T. in Teaching of Economics.

Suggested Readings:

- Gupta, R. (2018). *Teaching of Economics*. Jaipur: Shipra Publication
- Siddiqui, M (1993). *Teaching of Economics*. Delhi: APH Publishing
- Rajakumar. M. (2016). *Pedagogy of Economics*. Ludhiana: Laxmi Book Publication



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(v)
Teaching of Computer Science

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Emphasize the need and importance of computer science as a subject.
- Acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- Perform Pedagogical Analysis of various concepts in computer science.
- Underline the need and importance of lesson planning and unit planning.
- Understand the principles of curriculum construction.
- Discuss the importance of computer textbooks.
- Teach the proper planning and management of computer laboratory
- Acquire skills relating to planning lessons and presenting them effectively.
- Familiarize with the various methods that can be employed for the teaching of computer science.
- Develop competencies and skill for effective evaluation in computer science.


Course outcomes

After the completion of this course content the learners will be able to

- Explain the aims and objectives of teaching computer science in secondary and higher secondary schools
- Carry out Pedagogical Analysis of various concepts in computer science.
- Recognize the need, importance, and principles of curriculum construction.
- Explore proper planning and management of computer laboratory
- Acquire the skills relating to planning lessons and presenting them effectively.
- Know the various methods that can be employed for the teaching of computer science.
- Acquire the skills for effective evaluation in computer science.



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Khanpur Kalan (Sonapat)

Course Content

Unit-1: Concept and Aims of Teaching of Computer Science

- 1.1 Concept, Meaning, Need and Scope of Computer Science.
- 1.2 Significance of Computer Science in School Curriculum.
- 1.3 Importance of Teaching of Computer Science.
- 1.4 Aims and Objectives of Teaching of Computer Science at different Stages of school.
- 1.5 Blooms Taxonomy of Educational Objectives.
- 1.6 Formulation of Specific Objectives in Behavioral Terms.

Unit-2: Content and Pedagogical Analysis

- 2.1 Concept, Need and Importance of Pedagogical Analysis.
- 2.2 Pedagogical Analysis on the following topics:

- Computer System
- Computer Software
- Networking
- MS-Windows
- MS-Office
- Operating System

Following point should be followed for pedagogical analysis:-

- a) Identification of concept.
- b) Enlisting Behavioral Outcomes.
- c) Enlisting Activities and Experiments.
- d) Enlisting Evaluation Techniques.

- 2.3 Lesson Planning: Concept, Need & Importance of Unit Planning and Lesson Planning

Unit-3: Teaching Skills & Methods

Teaching Skills

- 3.1 Skill of Introducing the lesson
- 3.2 Skill of Probing Questions
- 3.3 Skill of Illustration with Examples.
- 3.4 Skill of Stimulus Variation
- 3.5 Skill of Explaining

Teaching Methods

- 3.6 Lecture-cum-Demonstration method.
- 3.7 Project Method.
- 3.8 Computer Assisted Instruction method.
- 3.9 Laboratory Method.

Unit-4: Teaching Learning Resources and Evaluation

- 4.1 Development and Designing of Computer Science Curriculum.
- 4.2 Development of Text-books
- 4.3 Development of Self Instructional Material
- 4.4 Designing and Managing Computer Laboratory
- 4.5 Meaning, Importance and Types of Evaluation
- 4.6 Achievement Test
- 4.7 Characteristics of a Good Test in Computer Science
- 4.8 Preparing, Reporting and Evaluating the Results
- 4.9 Comprehensive and Continuous Evaluation

Practicum/ Sessional

Do any one of the following:

- i. Critical analysis of course content of Computer science of secondary school curriculum.
- ii. Prepare an achievement test of course content of Computer science of secondary school curriculum.
- iii. Internet based project: Form a group on internet and share educational information with at least one link to audio/video material and prepare the project using ppt.
- iv. Generating awareness regarding Digital India Initiative among rural community.

Suggested Readings:

- Agarwal J. C. (2006). *Essential of educational technology, Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Ahuja, J & Ahuja, B (2016). *Pedagogy of Computer Science*. Amit Parkashan.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Singh, Arjinder. *Teaching of Computer Education*. Jalandhar: Modern Publisher
- Sinha, P.K. & Sinha, P. *Computer Fundamentals*, BPB
- Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VI
Paper Code - (BOE - 106) Opt.(vi)
Teaching of Art

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Understand the foundation of teaching of Art
- Develop an awareness of various art forms and their cultural bases.
- Familiarize with different strategies for teaching Art secondary and higher secondary level.
- Develop skill in use of various art tools and instruments
- Develop a perspective and appreciation of art, nature, human existence relationship
- Develop an understanding of methods and approaches of teaching Art

Course outcomes

After the completion of this course content the learners will be able to

- Explain the foundation of teaching of Art
- Be aware of various art forms and their cultural bases.
- Know the different methods and strategies for teaching Art at secondary and higher secondary level.
- Use of various art tools and instruments
- Appreciate art, nature, human existence and their relationship.
- Develop aesthetic sense and love for art

Course content

UNIT-1: Foundation and Context of Arts

- 1.1 . Meaning, nature, and scope of Arts
- 1.2. Aims and objectives of teaching Fine Arts
- 1.3. Importance and place of Fine Arts in Education
- 1.4. Construction of syllabus of Fine Arts at Secondary Education



- 1.5. Relationship of Fine Arts with other school subjects
- 1.6. Elements of Art (Colour, Form, Space, Texture, Light and Shade)
- 1.7. Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
- 1.8. Social and cultural importance of Art

UNIT-2: Methods of Teaching , Lesson Planning and use of teaching aids

- 2.1. Lecture-cum-demonstration Method
- 2.2. Project Method
- 2.3. Observation Method
- 2.4. Role of Raja Verma's Indian Paintings.
- 2.5. Contribution of Abanindranath Tagore in Indian Art.
- 2.6. Contribution of Amrita Shergill in Indian Art.
- 2.7. Centres of Art Schools.

UNIT-3: Skill Development

- 3.1. Skill of Art appreciation
- 3.2. Skill of observation
- 3.3. Skill of Imagination
- 3.4. Skill of Visual communication
- 3.5. Skill of handling the colours, brushes etc.
- 3.6. Skill of Art development in child at different stages

UNIT-4: Professional Efficiency, Measurement and Evaluation

- 4.1. Professional qualities of a good teacher in Art
- 4.2. Creativity in Art and Art teacher
- 4.3. Organizing Art Exhibition and decorating the classroom
- 4.4. Meaning, importance and need of measurement and evaluation
- 4.5. Types of evaluation techniques

Practicum/Sessionals

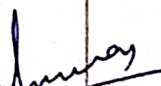
Preparation of any four of the following:

1. Design
2. Greeting Cards
3. Composition
4. Landscape
5. Collage
6. Poster

Suggested Readings:

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




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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-VIII
Paper Code - (BOE - 108)
Assessment for Learning

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Credit Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The course will enable the students to:

- Understand the concept of assessment and its role in teaching learning process
- Understand the use of quantitative and qualitative tools and techniques of evaluation
- Develop the skill in construction of testing tools
- Understand, analyze, manage and implement assessment data
- Develop the skill necessary to compute basic statistical estimates and interpret the test scores
- Familiarize with new trends in assessment

Course outcomes

After the completion of this course content the learners will be able to

- Recognize the role of assessment in teaching learning process
- Use of quantitative and qualitative tools and techniques of evaluation
- Construct the testing tools needed for assessment purpose
- Analyze and implement assessment data for learners' growth
- Compute basic statistical estimates and interpret the test scores
- Acquaint with new trends in assessment

Course Content

UNIT –I Overview of Assessment & Evaluation

- 1.1 Meaning of Assessment, measurement, Examination and Evaluation, Distinction and their inter-relationships



- 1.2 Objectives, principles and importance of Assessment/Evaluation
- 1.3 Types of Evaluation: Formative (assessment for learning), Summative (Assessment of learning), Prognostic and diagnostic, Qualitative and quantitative
- 1.4 Norm Referenced and Criterion Referenced Tests.

UNIT-2 Assessment Tools and techniques

- 2.1 Characteristics of a good assessment tool, concept of Validity and Reliability
- 2.2 Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and cumulative record.
- 2.3 Self-assessment and role of feedback for students and teachers to improve teaching learning process
- 2.4 Types of tests: Objective type test & subjective type test
- 2.5 Steps of construction of a test: planning (blueprint), preparation, try out and evaluation

UNIT-3: Analysis and interpretation of Assessment

- 3.1 Meaning, need and importance of statistics in educational assessment.
- 3.2 Organization and presentation of Data, Graphical representation
- 3.3 Measures of Central Tendency: Mean, Median And Mode; characteristics and uses
- 3.4 Normal probability curve: Meaning, Characteristics, Types and Uses


UNIT- 4: New trends and issues in assessment

- 4.1 Existing practices, semester system, CCE, grading system, choice based credit system
- 4.2 Emerging practices in Assessment: On line examination system, question bank and open book examination.
- 4.3 Policy Perspectives: NCF (2009), RTE (2009), Non detention policy
- 4.4 Using ICT for examination.

Suggested Readings:

- Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.




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- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Chappuis, J. (2014) Seven Strategies of Assessment for Learning, Pearson
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Earl, L. M. (2013) Assessment as Learning: Using Classroom Assessment to Maximize Student Learning, Corwin Press, USA.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Laveault, Dany & allal, Linda (2016) Assessment for Learning: Meeting the Challenge of Implementation, Springer International Publishing, Switzerland.
- Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Mangal, S.K & Mangal, S. (2019) Assessment for learning. PHI learning private limited, Delhi.
- Mangal, S.K & Mangal, U. (2016) Assessment for learning. Tondon publications, Ludhiana.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
- Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
- Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-X
Paper Code - (BOE – 110)
Teaching Taxonomy (Practicum)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hour Per Week: 03
Credit Per Week: 03

Objectives:

The course will enable the students to:

- Develop the attitude towards teaching and professionalism
- Understand the different styles, methods, strategies, and Approaches of Teaching
- Write the instructional objectives based on taxonomy
- Develop basic teaching skills
- Prepare Micro and mega lesson plans

Course outcomes

After the completion of this course content the learners will be able to

- Develop positive attitude towards teaching and teaching profession
- Comprehend the different methods, strategies, and Approaches of Teaching in general
- Formulate the instructional objectives in behaviour terms based on taxonomy
- Have mastery over basic teaching skills
- Prepare Micro and mega lesson plans

Course Content:

- ❖ Teaching: Concept and process of Teaching, Characteristics of a good teacher
- ❖ Styles of Teaching: Authoritative, Demonstrative, facilitator, Group, Blended
- ❖ Methods of Teaching: Lecture, Demonstration, Learning by doing, Problem solving, Project, methods etc.
- ❖ Strategies of Teaching: Flipped classrooms, Inquiry based instructions, Modelling, Feedback, Class Discussion, Cooperative learning, Role play, , use of technology in classroom,
- ❖ Approaches: learner centred, teacher centred, Interactive, constructivist, Integrated, Problem solving etc.
- ❖ Writing Instructional Objectives: Bloom taxonomy and RCEM Approach
- ❖ Micro Teaching: Understanding the concept of Micro Teaching, Micro teaching Cycle, Planning of Micro lessons and Teaching Skills Highlighting the following:
 - Skill of Questioning
 - Skill of Explanation



- Skill of Reinforcement
- Skill of Stimulus Variation
- Skill of Illustration with Examples

Prepare one Micro lesson Plan in each Skill

- ❖ Lesson Planning: Develop the Skill of Proper Lesson Planning for Micro and Mega lessons. Types, Characteristics, Prepare one lesson Plan of each Teaching subject.

Suggested Readings:

- Kumar K.L. (1996). *Educational Technology and Communication Media*. Cuttack: Nalanda
- Kulkarni, K.L (1996). *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.
- Mahapatra, B.C. (2005). *Information Technology and Education: With special Preference to Improve importance of Computer in Teaching Learning Process*. New Delhi: Sarup Publications.
- Mangal, S.K.(2018), *Educational Technology*. Ludhiana: Tandon Publication.



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Bachelor of Education (B.Ed.)
Semester-II
PAPER-XI
Paper Code - (BOE – 112)
Reading and Reflecting on Texts (Practicum)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hour Per Week: 03
Credit Per Week: 03

Objectives:

The course will enable the students to:

- Read and Respond to a Variety of Texts in Different ways: Personal, Creative & Critical
- Get involved in the Readings Interactively-Individually and in Small Groups and Enhance Capacities as Active Readers and Writers.
- Comprehend and think reflectively on spoken or written texts.
- Read critically and analyze course readings and pedagogical experiences.

Course outcomes

After the completion of this course content the learners will be able to

- Reflect upon variety of Texts in Different ways: Personal, Creative & Critical
- Read Interactively-Individually and in Small Groups
- Comprehend and think reflectively on spoken or written texts.
- Critically analyze course readings and pedagogical experiences.
- Become an Active Reader and Writer.

Course Content

Unit-1: Text and Reading

1.1 Types of Texts: General, Literary or Non-literary; Narrative, Expository, Technical & Persuasive.

1.2 Education: Descriptive, Conceptual, Historical, Policy Documents, Narrative Texts, Expositor Texts, Ethnographies.

Unit-2: Text and Reflection

2.1 Text Structure, Language, Genre, Context, Socio-Cultural Diversity.

2.2 Reflection in Reading: Pre-Reading, Post-Reading.

2.3 Previews the Text and make Predictions, Makes Connections to Personal Experience or other Texts, Asks Clarifying Questions, Identify Difficult Sentences Or Passages, Restates in Own Words, Reacts to the Text by Using Language Laboratory.



Suggested Readings:

- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, Bhubhashita or Hindi: Ekanth Samvaad*, New Delhi: Shilalekh.
- Anderson R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R.C Anderson, J. Osborn, & R. J. Tierney (Eds.), *Learning to read in American Schools: Basal readers and content texts*. Psychology Press.
- Arts.57(4). Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*.
- Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
- California Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.
- Chaudhary, K. P. (2015). *The Effective Teaching of History in India*, New Delhi: NCERT
- Comprehension exercise Cambridge University Press.
- Grellet, F. (1981). *Developing Reading skills: A practical guide to reading*
- Gurol, A. (2010). *Determining the selective thinking skills of pre-service teachers in learning and teaching process*. Firat University. Turkey. Macmillan.
- Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
- NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). *What Fact Does This Poem Teach? Language*
- Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation
- Steve, D. (2012). *The Basics of Communication: A relational Perspective* Sage Publishers. Brooks field.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-XII
Paper Code- (BOE - 114)
Instructional Technology- HAE &PTA (Practicum)

Max. Marks: 50
External Marks: 40
Internal Marks: 10

Inst. Hours per week: 02
Credit per week: 02

Objectives:

The paper will enable the students to:

- Enable the pupil teachers understand the significance of teaching aids in the classroom teaching.
- Enable the pupil teachers to prepare and use of teaching aids for effective and efficient teaching.
- Develop the skill of effective chalk board writing.

Course outcomes

After the completion of this course content the learners will be able to

- Understand the significance of teaching aids in the classroom teaching.
- Prepare and use of teaching aids for effective and efficient teaching.
- Develop the skill of black board writing.
- Use chalk board writing effectively for teaching purpose.

I PREPARING TEACHING AIDS:

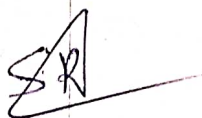
Theory:

1. Meaning, Concept and significance of teaching aids.
2. Importance and need of teaching aids.
3. Classification of Teaching aids.
4. Effective use of Teaching aids.
5. Material required for preparing Teaching aids as: Paper, Colour, Scale, Pencil, Rubber etc.

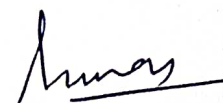
Sessional and Practical Work:

The student will prepare the following Teaching aids: -

- One chalk board 21/2x31/2, pointer, duster.
- Two Colored Charts (Full size paper- 20"x30") i.e. each teaching subjects.
- One working model related to teaching subject.
- Make two transparencies in each teaching subject.



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2. HANDLING OF AVAILABLE EQUIPMENT:

Fundamentals of-

- (1) Over Head Projector: Need, importance and Uses in teaching-learning.
- (2) Slide-Projector: Types, components and Uses
- (3) Taperecorder: Uses in teaching-learning process.
- (4) Computer: Types and role in teaching learning process.
- (5) Digital Camera
- (6) L.C.D:

Practical Work:

- The student will be required to prepare file showing the details of all the equipments
- Demonstrate their functioning in real class room settings.

Suggested Readings:

- Bhalla, C.L. (1962). *Audio-Visual Aids in Education*, Ram Lal Pury, Delhi-6.
- Chadha, D.K. Singh V.P., Bansal M.L. *Audio-Visual Education*, Sandeep Parkashan, New Delhi.
- Chakraborti, S.K. (1961). *Audio-Visual Education in India*, Little Flower Pren, 146, Bepin Behari Ganguly Street, Calcutta-12.
- Chikara, M.S. (1991). *Audio Visual Education*, Tandon Publications, Ludhiana.
- deKieffer, R.E. & Cochran, L.W. (1962). *A manual of Audio-Visual Techniques*, Prentice Hall of India, New Delhi.
- Mangal, S.K. (2004). *Work Experience* , Parkash Brothers, Ludhiana
- Safaya, R.N (2010). *Work Experience*, Punjab Kitab Ghar, Jalandhar.
- Singh, N.(2013). *Work Experience and Black Board Writing*, Tandan Publication, Ludhiana.
- Verma, K.K (2015). *Work Experience*, Trueman Book Co., Jalandhar.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-II
PAPER-XVI
Paper Code - (BOE – 116)
School Intership (4 Weeks)

Max Marks: 100
External Marks: 80
Internal Marks: 20

Credits per week: 04

Objectives:

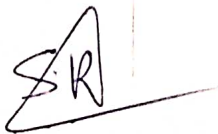
The course will enable the students:

- To develop the conceptual understandings about teaching and learning in school environment
- To understand the learner, learning behaviour and learning situations
- To understand and develop meaningful learning sequences appropriate to the different level of learning
- To mobilize appropriate resources for learning
- To initiate the student teachers toward the practical process of teaching and learning
- To get an opportunity to observe the teaching of experienced teachers
- To work under the guidance of experienced school teachers
- To know which types of records are maintained in the school and how they are prepared?
- To participate in co curricular and extra –curricular activities organized in school
- To have feel of total experience of teachers in the school
- To enable the Pupil teacher to critically analyse the gained teaching experiences in actual school environment

Course outcomes

After the completion of this course content the learners will be able to

- Understand about teaching and learning in school environment
- Understand the learner, learning behaviour and learning situations
- Develop meaningful learning sequences appropriate to the different level of learning
- Mobilize appropriate resources for learning
- Work under the guidance of experienced school teachers
- Participate in co curricular and extra –curricular activities organized in school
- Feel of actual experience of teachers in the school
- Critically analyse the gained teaching experiences in actual school environment



Internship (four weeks)

- 1.1. Observation of the real classroom situations (minimum of 2 schools in a private/government secondary school) affiliated to HBSE/CBSE etc. and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for a week to understand the school in totally, its philosophy and aims, organisation and management, need of children curriculum and its transaction, assessment of teaching and learning.
- 1.2. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
- 1.3. Visit to innovation centres of pedagogy and learning, educational resource centers.
- 1.4. Timetable and attendance record
- 1.5. Report on morning assembly and co curricular activities
- 1.6. Learning to maintain school records and registers.
- 1.7. To gain total experience as a teacher in the school
- 1.8. Observing important occasions and celebrating important national days with school children.
- 1.9. Development of the audio visual aids.
- 1.10. Use of school library and conducting lab work.
- 1.11. To learn evaluation techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- 1.12. Teaching practice activities:
 - 11.2.1. Preparation of school observation files;
 - 11.2.2. Philosophy of the school
 - 11.2.3. Vision/ aims/ objectives of the school
 - 11.2.4. Organisation and management,
 - 11.2.5. Fees and funds, staff salary scales, leave rules, Service rules, joining reports etc.
 - 11.2.6. School plant- detailed accounts of Infrastructural, Instructional and Human resources.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt.i)
Code of the Paper- (BOE – 201)
Teaching of English

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Understand different teaching aids and their usage in the English classroom
- Grasp the Principles and practice of unit and lesson planning for effective teaching of English
- Classroom management skills procedures and techniques for teaching language with the help of teaching aids
- Examine and develop resources and materials for use by young learners for language teaching and testing.
- Examine issues in language assessment and their impact on classroom teaching
- Enable them to create a learning-rich environment
- Develop suitable material for language learning
- To be able to discover underlying principles in the curriculum and devise ways to meet the objectives

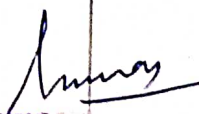
Course outcomes:

After the completion of this course content the learners will be able to

- Use of different teaching aids in the English classroom
- Prepare an effective lesson plan for effective teaching of English
- Acquire management skills procedures and techniques for teaching language with the help of teaching aids
- Develop resources and materials to use language teaching and testing.
- Explore issues in language assessment and their impact on classroom teaching
- Create a learning-rich environment for the learners
- Discover underlying principles in the curriculum and devise ways to meet the objectives



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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

Course Content

Unit-1: Importance of Audio -Visual aids and Preparation of Instructional Aids

- 1.1 Meaning and Importance of Instructional Aids
- 1.2 Basic teaching aids: Principles of Instructional Aids
- 1.3 Basic Teaching Aids: Pictures, Computer, Flash Cards, Over Head Projector, Tape- Recorder, T.V etc.
- 1.4 Developing Appropriate Teaching Aids and their Effective Use

Unit-2: Classroom Evaluation, Textbook and Curriculum Development

- 2.1. Evaluation: Meaning and Importance
 - 2.1.1 Concept of Continuous and Comprehensive Evaluation (CCE)
 - 2.1.2 Assessment of Learning: Formative Assessment and Summative Assessment
 - 2.1.3 Construction of a Teacher made Test for English Proficiency
 - 2.1.4 Concept of Evaluation and Measurement and
 - 2.1.5 Steps of Construction of an Achievement Test
- 2.2. Principles of Curriculum Development
- 2.3 Characteristics of Good Textbooks.
- 2.4 Review of Any one English Textbook

Suggested Readings:

- Agnihotri, R.K. and Khanna, A.L. (1977). *The Social Psychological Perspective on Second Language Learning :A critique in Rajinder Singh (ed) Grammar, Language and Society*. New Delhi: Sage Publications. P.325-342.
- Barua, T. C. (1985). *The English Teacher's Handbook*. New Delhi: Sterling Publishing Pvt. Ltd.
- Butler, A. and Turbill, J. (1984). *Towards Reading Writing Classroom*. Cornell University, New York: Primary English Teacher Association.
- Brown, A.H., & Green, T.D. (2015). *The Essentials of Instructional design: Connecting Fundamental Principles with Process and Practice*. Routledge.
- Collins Cobuild *English Grammar* (2000). India; Harper Collins Publisher.
- Gemsons, A. C. (1980). *An Introduction to the Pronunciation of English*. London Edward Arnold: Jossey-Bass.
- Petrina, S. (2007). *Advance Teaching Methods for the Technology classroom*. (pp.125 - 153).
- NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi :NCERT.
- McIver, D., Fitzsimmons, S., Flanagan, D. (2016). *A Knowledge-in-practice Approach to choosing instructional methods*. Journal of Management Education Vol 40 Issue 1.
- Jossey-Bass. Petrina, S. (2007). *Advance Teaching Methods for the Technology classroom* (pp.125 - 153).
- Paliwal, A.K. (1998). *English language Teaching*. Jaipur: Surbhi Publication.
- Petrina, S. (2007) *Advance Teaching Methods for the Technology Classroom*. (pp.125 - 153).



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt.ii)
Code of the Paper- (BOE – 201)
Teaching of Hindi

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

उद्देश्य :-

- 1 छात्राध्यापक में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- 2 भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- 3 भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- 4 भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- 5 भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- 6 भावी शिक्षकों में विभिन्न शिक्षण –विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।
- 7 भावी शिक्षकों में हिन्दी पाठ्य पुस्तक के विश्लेषण एवं दृश्य – श्रव्य सामग्री सम्बन्धी क्षमता उत्पन्न करना ।
- 8 भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।

पाठ्यक्रम के परिणाम:

- इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे
- हिन्दी शिक्षण के लिए पाठों की योजना बनाएं।
- प्रभावी ढंग से हिंदी सिखाने के विभिन्न तरीकों और तरीकों को जानें
- एक अच्छे हिंदी शिक्षक के गुण प्राप्त करें



Course Content

इकाई-प्रथम : पाठ-योजना ; शिक्षाशास्त्रीय विश्लेषण पाठ्य क्रियाएँ एवं दृश्य – श्रव्य सामग्री

1.1 हिन्दी पाठ्य पुस्तक का शिक्षाशास्त्रीयविश्लेषण एवं इससे सम्बन्धित विभिन्न उपविशय :

- कद्ध गद्य
- खद्ध पद्य
- गद्ध व्याकरण

पिशाशास्त्रीयविश्लेषण करते हुए निम्न बिन्दुओं का अनुकरण करें :-

- कद्ध पाठ्य-वस्तु का विश्लेषण ।
- खद्ध अनुदेशनात्मक उद्देश्यों का निर्धारण ।
- गद्ध शिक्षण विधियाँ एवं प्रक्रिया ।
- घद्ध मूल्यांकन तकनीक का निर्धारण ।

1.2 हिन्दी शिक्षण में पाठ्य सहगामी क्रियाएँ एवं उनकी उपयोगिता

1.3 हिन्दी शिक्षण में दृश्य-श्रव्य सामग्री का अर्थ एवं महत्व

इकाई-द्वितीय : पाठ्यक्रम , मूल्यांकन एवं गृहकार्य का संप्रत्यय

- 2.1 पाठ्यक्रम का अर्थ, महत्व एवं सिद्धांत ।
- 2.2 हिन्दी भाषा की पाठ्य-पुस्तक का स्वरूप ।
- 2.3 हिन्दी पाठ्य-पुस्तक की समीक्षा ।
- 2.4 हिन्दी में मूल्यांकन :- अर्थ, उद्देश्य, महत्व एवं विधियाँ ।
- 2.5 हिन्दी शिक्षण में गृहकार्य :-

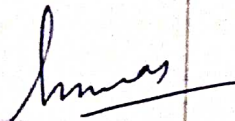
- क द्ध अर्थ एवं स्वरूप ।
- ख द्ध गृहकार्य की आवश्यकता ।
- गद्ध गृहकार्यमें संपोषण की विधियाँ ।

सन्दर्भ ग्रन्थ सूची

- हिन्दी शिक्षण : मंगल उमा 1991, आर्य बुक डिपो, देहली ।
- हिन्दी शिक्षण : पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।
- हिन्दी शिक्षण : डा० पिखा चतुर्वेदी, लाल बुक डिपो, मेरठ ।
- हिन्दी शिक्षण : रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ ।

- हिन्दी उच्चारण : पुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली ।
और वर्तनी
- हिन्दी शिक्षण : भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली ।
- हिन्दी शिक्षण : पाण्डेय आर० एस० 1992, विनोद पुस्तक भण्डार, आगरा ।
- हिन्दी शिक्षण : निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर ।
- हिन्दी शिक्षण : राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली ।
- हिन्दी शिक्षण : डा० वी० एल० वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।





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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt iii)
Code of the Paper- (BOE – 201)
Teaching of Sanskrit

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

उद्देश्य –

- 1 छात्राध्यापक में संस्कृत शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- 2 भावी शिक्षकों में संस्कृत भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- 3 भावी शिक्षकों में संस्कृत शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- 4 भावी शिक्षकों में एक संस्कृत अध्यापक के गुण विकसित करना ।
- 5 भावी शिक्षकों में संस्कृत सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- 6 भावी शिक्षकों में विभिन्न शिक्षण-विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।
- 7 भावी शिक्षकों में संस्कृत पाठ्य पुस्तक के विप्लेशन सम्बन्धी क्षमता उत्पन्न करना ।
- 8 भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं पुद्द लेखन की योग्यता उत्पन्न करना ।

पाठ्यक्रम के परिणाम:

- इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे
- संस्कृत शिक्षण के लिए पाठों की योजना बनाएं।
- संस्कृत को प्रभावी ढंग से पढ़ाने के विभिन्न तरीकों और तरीकों को जानें
- एक अच्छे संस्कृत शिक्षक के गुणों को प्राप्त करें

पाठ्यक्रम सामग्री

इकाई-प्रथम : पाठ-योजना ; शिक्षापास्त्रीय विप्लेशन पाठ्य क्रियाएँ एवं दृष्य – श्रव्य सामग्री

1.1 संस्कृत पाठ्य पुस्तक का शिक्षापास्त्रीयविप्लेशन एवं इससे सम्बन्धित विभिन्न उपविशय :

कन्द गद्य

खद पद्य

गद्द व्याकरण

विक्षापास्त्रीयविप्लेशण करते हुए निम्न विन्दुओं का अनुकरण करें :-

कद्द पाट्य-वस्तु का विप्लेशण ।

खद्द अनुदेपनात्मक उद्देश्यों का निर्धारण ।

गद्द विप्लेशण विधियां एवं प्रक्रिया ।

घद्द मूल्यांकन तकनीक का निर्धारण ।

1.2 संस्कृत विप्लेशण में पाट्य सहगामी क्रियाएँ एवं उनकी उपयोगिता

1.3 संस्कृत विप्लेशण में दृष्य-श्रव्य सामग्री का अर्थ एवं महत्व

इकाई-द्वितीय : पाट्यकम , मूल्यांकन एवं गृहकार्य का संप्रत्यय

2.1 पाट्यकम का अर्थ, महत्व एवं सिद्धांत ।

2.2 संस्कृत भाशा की पाट्य-पुस्तक का स्वरूप ।

2.3 संस्कृत पाट्य-पुस्तक की समीक्षा ।

2.4 संस्कृत में मूल्यांकन :- अर्थ, उद्देश्य, महत्व एवं विधियां ।

2.5 संस्कृत विप्लेशण में गृहकार्य :-

क द्द अर्थ एवं स्वरूप ।

ख द्द गृहकार्य की आवश्यकता ।

गद्द गृहकार्य में संषोधन की विधियां ।

सन्दर्भ ग्रन्थ सूची

- संस्कृत विप्लेशण : सफाया रघुनाथ, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ ।
- संस्कृत विप्लेशण : पाण्डेय रामपुवल, विनोद पुस्तक भण्डार, आगरा ।
- टीचिंग ऑफ संस्कृत : आर्ट डी0जी0 डोगरे, पी0 के0 आचार्य बुक डिपो, बड़ौदा ।
- संस्कृत विप्लेशण : प्रभाकर मिश्र ।
- संस्कृत विप्लेशण विधि : रघुनाथ सफाया, पंजाब किताबघर, जालन्धर ।
- संस्कृत विप्लेशण : डा0 सन्तोश मितल ।
- संस्कृत विप्लेशण : डा0 एन0 के0 पर्मा, के0एस0के0 प्रकाशन, नई दिल्ली ।
- संस्कृत विप्लेशण : डा0 बी0 एल0 वत्स, अग्रवाल प्रकाशननई दिल्ली

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt iv)
Code of the Paper- (BOE – 201)
Teaching of Punjabi

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Explain the approaches & methods of Punjabi Language.
- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Learn the techniques of Lesson planning development among pupils..
- Explain the qualities of a good teacher.

Course outcomes:

After the completion of this course content the learners will be able to

- Plan the lessons for teaching of Punjabi.
- Learn the different methods and approaches to teach Punjabi effectively
- Acquire the qualities of a good Punjabi teacher

Course Content

Unit –I Approaches & Methods of Teaching Punjabi Language

Approaches

- 1.1 Structural Approach,
- 1.2 Communicative Approach
- 1.3 Inductive and Deductive approach;
- 1.4 Whole language approach; Constructive approach
- 1.5 Multilingual approach to language teaching

Methods

- 1.1 Demonstration – imitation Method

1.2 Project Method

1.3 Individual and Group Teaching Method

Unit-II Lesson Planning and Developmental Issues in Punjabi Language

2.1 Meaning, need and importance

2.2 Steps and qualities of a good lesson plan

2.3 Types of Lesson planning: - year, unit and individual

2.4 Qualities of a good Punjabi Teacher

Suggested Readings:

- Singh, G.B. (1981). *Gurumukhi Lipi Da Janam Te Vikas*, Chandigarh: Punjab University Publication Bureau
- Singh, G. (1971). *Gurumukhi Lipi Bare*, Ludhiana : Lahore Book Shop
- Singh, H. (1966), *Punjabi Bare*, Patiala: Punjabi University
- Sekhon, S.S. & Singh, P.P. (1961). *Punjabi Boli Da Itihaas*, Punjabi Bhasha Vibhag
- Chawdhary, Sudesh (2019). *Teaching of Punjabi*, vinod Professional publication CHD.
- Prof. T. Vinod (2019). *Teaching of Punjabi*, vinod publication.
- Sharma Mamta (2018). *Teaching of Punjabi Language*. Twenty first century publisher.



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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt.V)
Code of the Paper- (BOE – 201)
Teaching of Urdu

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Explain the approaches & methods of Urdu Language.
- Develop awareness about basic concepts related to teaching of Urdu at the secondary level.
- Define Lesson planning development among pupils Teacher..
- Explain the qualities of a good teacher.

Course outcomes:

After the completion of this course content the learners will be able to

- Plan the lessons for teaching of Urdu.
- Learn the different methods and approaches to teach Urdu effectively
- Acquire the qualities of a good Urdu teacher

Course content

Unit –I Approaches & Methods of Teaching Urdu Language

Approaches

- 1.1 Structural Approach,
- 1.2 Communicative Approach
- 1.3 Inductive and Deductive approach;
- 1.4 Whole language approach; Constructive approach
- 1.5 Multilingual approach to language teaching

Methods

- 1.1 Demonstration – imitation Method



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B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Scripat)

1.2 Project Method

1.3 Individual and Group Teaching Method

Unit-II Lesson Planning and Developmental Issues in Urdu Language

2.1 Meaning, need and importance

2.2 Steps and qualities of a good lesson plan

2.3 Types of Lesson planning: - year, unit and individual

2.4. Qualities of a good Urdu Teacher

Suggested Readings:

- Chaudhary, Sudesh (2019). *Teaching of Urdu*. Chandigarh: Vinod Professional publication.
- T, Vinod (2019). *Teaching of Urdu*. Chandigarh: Vinod publication.
- Sharma, Mamta (2018). *Teaching of Urdu Language*. New Delhi: Twenty First Century publisher.



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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt vi)
Code of the Paper- (BOE – 201)
Teaching of Physical Science

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

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

- Develop a skill of conducting experiments to demonstrate physical science concepts
- Develop a skill of planning lesson plan based on various approaches
- Understand the concept of evaluation and its types
- Understand the concept of continuous and comprehensive evaluation
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings
- Understand the importance and steps of lesson planning, unit planning and year planning.
- Perform pedagogical analysis of various topics of physical science.
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning physical science.
- Construct appropriate assessment tools for evaluating learning of physical science

Course outcomes:

After the completion of this course content the learners will be able to

- Conduct experiments to demonstrate physical science concepts
- Plan lessons based on various approaches
- Understand the importance and methods of evaluation, its types and CCE
- Understand the importance and steps of lesson planning, unit planning and year planning.
- Perform pedagogical analysis of various topics of physical science.
- Facilitate development of scientific attitudes in learners.



- Construct and use appropriate assessment tools for evaluation in physical science

Course content

UNIT – I INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN PHYSICAL SCIENCE

- Need and importance of Instructional Planning.
- Types of Planning (Year Plan, Unit Plan and Lesson Plan)
- Principles of Lesson Planning
- Steps involved in Lesson Planning, Unit planning and Year Planning

Pedagogical Analysis of the Following

- Energy and its Types
- Atomic Structure
- Friction
- Water as a Universal Solvent
- Matter in our Surroundings
- Force & Law of Motion

Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are to do pedagogical analysis of all the above topics of Physical Science. The examiner can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis:-

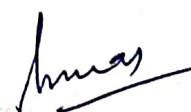
- Identification of concepts
- Listing behavioural outcomes
- Listing activities and experiments
- Listing evaluation techniques

UNIT-II EVALUATION IN PHYSICAL SCIENCE

- The Concept of evaluation, Measurement and Testing
- Types of Evaluation (i.e. Diagnostic, Formative, Summative)
- Techniques and devices of Evaluation in Physical Science
- Characteristics of a good test/tool of evaluation
- Continuous and Comprehensive Evaluation (CCE) in Physical Science
- Construction and use of achievement test in Physical Science
- Different type of grading systems
- Portfolio and Task Analysis: Meaning and advantages

PRACTICAL WORK: Any two of the following

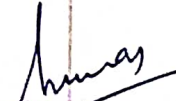
5. Use and maintenance of basic equipments in the Physics and Chemistry laboratory.



6. Practicing at least five experiments to be demonstrated / conducted in secondary class.
7. Prepare a working model on Physical Science secondary school standard topics.
8. A case study of any senior secondary science lab and prepare report.

Suggested Readings:

- Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House
- Ahmad J. (2014). *Teaching of Biological Science*, PHI.
- Arul Jothi (2009). *Teaching Physical Science*, Centrum Press
- Davar Monika (2012). *Teaching of Science*, PHI Learning; 1 edition
- G. Parveen Manoj & Koya Haddan M.P. (2016). *Teaching science Resource, Method and Practice- (Physical Science & Natural Science)*, Neelkamal; First edition (2016)
- Gupta, G. *Teaching of Science*. Twentyfirst Century Publication; Second Edition edition (2010)
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- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt Ltd..
- Kohli, V.K. (2007): *How to Teach Science*, Shri Krishna Publications Ambala
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- Kumar Amit (2002). *Teaching of Physical Science*, Anmol Publications
- Kumar Parmod, Ramaiah K. & Sreedharacharyulu K. (2016). *Pedagogy of Physical Science*, R.Lall; First edition
- Mangal, S.K. (2009). *Teaching of Physical Sciences*.
- Mangal S. K. & Mangal S. (2016). *Pedagogy of Physical Science*, International Publishing House
- Mohan R. (2004). *Innovative Science Teaching for Physical Science Teachers*, PHI Learning
- Nagaraju, M.T.V., Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: Neel Kamal Publications.
- NCERT (2000) *National Curriculum Framework for School Education*. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006) *Position Paper National Focus Group on Teaching of Science*. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006). *Position paper on teaching of science*. New Delhi: NCERT.
- NCERT, Teaching of Physical Science I & II
http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
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- NCF (2005). *National curriculum framework*. New Delhi: NCERT.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Radha, M. (2010). *Teaching of Physical Science*. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). *Pedagogy in Physical Sciences and Teachers*. U.S: Create space Publications.
- Rajan Sonika (2012). *Methodology of Teaching Science*, Pearson Education India; First edition
- Rajasekar S. (2016). *Methods of Teaching Physical Science*, Neelkamal; first edition
- Sharma S.B. (2016). *Pedagogy of Science*, Rakhi Prakashan
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Sharma, R.P. (2010). *Teaching of physical science*. Meerut: R.Lall.
- Srivastava Ashok (2013). *Pedagogy of Science*, NCERT; First Edition edition (2013)
- Textbook for B.Ed. *Pedagogy of Science: Physical Science Part I & Part II*. National Council of Educational Research and Training, 2013.
- Tripathi, S. (2004). *Teaching of Physical Science*, Dominant Publishers
- Vanaja M. (2008) *Methods of Teaching Physical Science*, Neelkamal Pub.
- Weil-Barais, A. (2001). *Constructivist approaches and the teaching of science*.


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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt vii)
Code of the Paper- (BOE – 201)
Teaching of Commerce

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Develop awareness about Commerce as a subject.
- Familiarize the student-teachers with the technique of developing curriculum for the subject of Commerce.
- Develop analytical ability to appraise the existing curriculum of Commerce.
- Enable student-teachers to be conversant with the different methods of teaching.
- Develop positive outlook and skill for the use of modern teaching-aids.
- Instill the competence of organizing co-curricular activities for enriching the subject matter of Commerce.
- Enable them to develop the tools & techniques of evaluation for appraising and enhancing students' knowledge in Commerce.

Course outcomes:

After the completion of this course content the learners will be able to

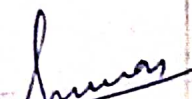
- Perform pedagogical analysis of different topics of commerce
- Know the techniques of developing good curriculum for Commerce at different levels.
- Appraise the existing curriculum of Commerce.
- Be conversant with the different methods of teaching.
- Develop the tools & techniques of evaluation for appraising students' knowledge in Commerce.

Course Content

Unit-1: Pedagogical Analysis in Commerce

- 1.1 Effective Commerce Teacher, Text Book of Commerce
- 1.2 Co-curricular Activities: Types of Co-curricular Activities, Principles Underlying Organisation of Co-curricular Activities, Need and Importance of Co-curricular Activities, Role and Organisation of Some Co-curricular Activities in Teaching of Commerce




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1.3 Pedagogical analysis in Teaching of Commerce: Importance and Steps

Teacher will demonstrate pedagogical analysis of any one of the given topics. The examiner, therefore, can ask for pedagogical analysis of any one of the given topics:

- Types of Banks
- Double entry system
- Export and Import Procedure
- Types of Markets
- Any other related topic

Following Points Should be followed for Pedagogical Analysis:

- Identification of Concepts
- Listing Behavioural Outcomes
- Listing Activities and Experiments
- Listing Evaluation Techniques

Unit-2: Curriculum Development and Evaluation

2.1 Curriculum Development

2.1.1 Curriculum: Meaning and Importance

2.1.2 Difference between Syllabus and Curriculum, Development of Curriculum and Principles of Curriculum Construction

2.2 Evaluation in Commerce

2.2.1 Evaluation: Meaning and Importance

2.2.2 Types and Tools of Evaluation,

2.2.3 Characteristics of a Good Test

Suggested Readings:

- Aggarwal, J.C. (2008). *Teaching of commerce: A practical Approach*. New Delhi: Vikas Publishing House
- Gupta, R. (2018). *Teaching of Commerce*. New Delhi: Shipra Publication
- Kavita.(2012). *Teaching of Commerce*, Jaipur: Jagdhamba Publishing House
- Kumar, M. (2004). *Modern Teaching of Commerce*. Delhi: Anmol publications Pvt. Ltd.
- Monga, V., Kumar, N & Kumar, M.(2019). *Teaching of Commerce*. New Delhi: Twenty First Century Publication
- Sharma, Y.K. (2011). *Teaching of Commerce: Principles, Theories, Methods and Techniques*. Jaipur: Kanishka Publishers and Distributors
- Singh, Y.K.(2009). *Teaching of Commerce*. Delhi: APII Publishing House
- Sumathy, M & Manoharan, C.(2018) . *Teaching of Commerce*. Regal Publications
- Venkateswarlu. K.(2010). *Methods of Teaching Commerce*. Delhi: Discovery Publishing House

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt viii)
Code of the Paper- (BOE – 201)
Teaching of Home Science

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Understand Nature and Scope of Home Science
- Understand objectives of Teaching Home Science
- Adopt suitable approaches, methods and different resources to teach Home Science
- Applying E-resources in Teaching Home Science
- Develop skill of lesson planning based on various approaches
- Understand the concept of Continuous and Comprehensive evaluation

Course outcomes:

After the completion of this course content the learners will be able to

- Plan lessons to teach home science based on various approaches
- Conduct pedagogical analysis of topics of commerce subject
- Use E-resources in Teaching Home Science
- Understand the concept of Continuous and Comprehensive evaluation

UNIT -1 INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN HOME SCIENCE


- 1.1 Need and Importance of Instructional Planning
- 1.2 Type of Planning (Year Plan, Unit Plan and Lesson Plan)
- 1.3 Meaning, Importance and Preparation of Unit Plan
- 1.4 Meaning, Importance and Preparation of Lesson Plan
- 1.5 Meaning Importance and Steps of Pedagogical Analysis

Pedagogical Analysis of the following

- Balanced Diet
- Health and Hygiene



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- Child Care
- Fiber
- Care and Maintenance of Fiber

UNIT-2 CURRICULUM DEVELOPMENT AND EVALUATION

- 2.1 Meaning and Definition of Curriculum Development.
- 2.2 Principles and Objectives of curriculum construction.
- 2.3 Meaning and importance of evaluation.
- 2.4 Type of Evaluation (Formative, Summative & Diagnostic)
- 2.5 Continuous and Comprehensive Evaluation (CCE)
- 2.6 Tools and techniques of Evaluation in Home Science

SUGGESTED READING

- Dass & Ray.(1984) *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd.
- Kapoor,R. (1994) *Teaching of Home Science*, Ludhiana:Parkash Book Depot
- Sheri, G.P. & Sherry, D.P. (2008), *Teaching of Home Science*, Agra :Vinod Pustak Mandir.
- Devdass, R. P. (2008) *Method of Teaching of Home Science*, New Delhi: NCERT.
- CBSE (2009); *Teacher's manual on CCE*. New Delhi : CBSE
- Devadas, R.P. (2009): *Teaching Home Science in Secondary School*, All India Council for Secondary Education, Cornell University.
- Bossing, N.H (2010).: *Teaching Secondary Schools*, Amrind Publishing Co., New Delhi.
- Ryons, D.C. (2011): *Characteristics of Teachers*, Sterling Publication Co. Pvt. Ltd., New Delhi.
- Chandra, Shah & Joshi (2012). *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd
- Sharma, S. (2012): *Modern Method of Home Science*, Sarup & Sons Publication, New Delhi.
- Devdass, R. P. *Teaching of Home Science in Secondary School. A handbook of Suggestion for Teachers*, New Delhi: NCERT
- Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-I (Opt ix)
Code of the Paper- (BOE – 201)
Teaching of Music

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- develop interest for music
- develop understanding of pedagogical Analysis of teaching of music
- develop e- learning resources for teaching of music
- provide knowledge of different teaching learning process of teaching of music
- Enable pupil teachers to correlate music subjects with other subjects.

Course outcomes:

After the completion of this course content the learners will be able to

- Conduct pedagogical Analysis of teaching of music
- Develop and use e-learning resources for making teaching of music effective and interesting
- provide knowledge of different teaching learning process of teaching of music
- Enable pupil teachers to correlate music subjects with other subjects

Course Content

Unit-I: Pedagogical Analysis and e- learning resources in Music

Pedagogical Analysis

- Concept of Pedagogical Analysis
- Content Analysis
- Listing Behavioural Outcomes
- Listing Experiments & Activities
- Listing Evaluation Techniques
- Teacher will demonstrate pedagogical analysis of any one of the above topics. The examiner, therefore, can ask for pedagogical analysis of any one of the music related topics.



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e-learning Resources

- Use of Multimedia and Computers in Music
- E-learning, PPT, Internet, Website, Teleconferencing

Unit-II: Teaching learning resources and process

Instructional Material

- Concept
- components
- Importance / use
- Use of Music subjects and latest techniques
- Curriculum of Music
- Text Books of Music

Correlation

Inter correlation of music with other subjects.

Suggested Readings:

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.
- Linsin Michael (2016). *Classroom Management Art, Music and Pe Teacher*, Lighiting Source.
- Classroom Responsive(2016). *Music, Art Pe and other Special Areas*, Center for Responsive.
- Eisenhaueu Julie(2014) *Classroom Music Ecumes & Activities*, Lornng Educational press.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt i)
Code of the Paper- (BOE – 203)
Teaching of Mathematics

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Understand the principles of curriculum construction in Mathematics
- Understand the development of curriculum in Mathematics
- Understand the characteristics of good text books in mathematics
- Explain the need of good text books in mathematics
- Explain the concept of measurement and evaluation
- Make use of various types of tools and techniques of evaluation in Mathematics
- Do pedagogical analysis in Mathematics
- Understand the various resources available in Teaching of Mathematics
- Understand the application of computer in Teaching of Mathematics

Course outcomes:

After the completion of this course content the learners will be able to:

- Develop of curriculum in Mathematics
- Know the characteristics and need of good text books in mathematics
- Use the various types of tools and techniques of evaluation in Mathematics
- Do pedagogical analysis in Mathematics
- Use various resources available for Teaching Mathematics effectively
- Know the application of computer in Teaching of Mathematics

Course content

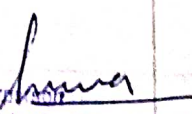
Unit-I: Curriculum and Evaluation in Mathematics

1.1 Curriculum in Mathematics

1.1.1 Concept and Principles of Curriculum Construction and Organisation in Mathematics

1.1.2 Development of Curriculum in Mathematics

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Khanpur Kalan (Sonapat)

- 1.1.3 Critical Analysis or Evaluation of a Syllabus in Mathematics
- 1.1.4 Need and Characteristics of Good Text Books in Mathematics
- 1.2 Evaluation in Mathematics
 - 1.2.1 Concept of Test, Measurement and Evaluation
 - 1.2.2 Continuous and Comprehensive Evaluation
 - 1.2.3 Tools and Techniques of Evaluation
 - 1.2.4 Criterion Referenced and Norm Referenced Test
 - 1.2.5 Diagnostic Testing and Remedial Teaching

Unit- 2: Pedagogical Analysis and Resources in Teaching of Mathematics

- 2.1 Concept of Pedagogical Analysis in Teaching of Mathematics
- 2.2 Distinction between Content Analysis and Pedagogical analysis
- 2.3 Components and Operations Involved in Pedagogical Analysis
- 2.4 Pedagogical Analysis of Topics related to:
 - 2.4.1 Arithmetic
 - 2.4.2 Algebra
 - 2.4.3 Geometry
- 2.5 Mathematics Laboratory
- 2.6 Mathematics Club
- 2.7 Application of Computers in Teaching of Mathematics

Suggested Readings:

- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Booker, G., Bond, D., Sparrow, L. and Swan, P., (2009) *Teaching Primary Mathematics [Fourth Edition]* Sydney: Pearson Education Australia.
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- Kapoor, J. N. (1998). *Vidyalaya Ganit ke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.
- Kapur, S.K. (2005). *Learn and Teach Vedic Mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A.K. (2012). *Teaching of Mathematics*. Meerut: R. Lal and Sons.
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- Lester, F.K. (Ed.) (2007). *Second Handbook of Research on Mathematics Teaching and Learning*. Charlotte, NC: NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- Tyagi, S.K. (2004). *Teaching of Arithmetic*. Delhi: Commonwealth Publications.

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt ii)
Code of the Paper- (BOE – 203)
Teaching of Social Studies

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Define the concept of Social Studies
- Explain different methods to teach social Studies.
- Develop self-instructional material.
- Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.
- Explain use of teaching aids effectively in the class-room.
- Develop lesson plan with the help of advanced technology.
- Explain challenging situations in the society.

Course outcomes:

After the completion of this course content the learners will be able to:

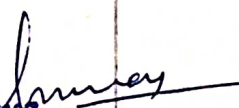
- Construct the curriculum of social Studies at different levels.
- Develop self-instructional material.
- Use evaluation method with the students objectively as well as subjectively.
- Explain use of teaching aids effectively in the class-room.
- Plan the lessons with the help of advanced technology.

Course Content

UNIT-1

- 1.1 Meaning of Textbooks, Nature, scope, aims and objectives of Social Studies.
- 1.2 Concept of Lesson plan and quality of good lesson plan
- 1.3 Need and importance of lesson plan
- 1.4 Different types of lesson plan




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Khanpur Kalan (Sonapat)

(A) Year Plan

(B) Unit Plan

UNIT-II Curriculum construction in Social Studies

2.1 Concept of Curriculum, scope, aims and objectives of Curriculum.

2.2 Principle of curriculum construction

2.3 Different factor of Curriculum.

SUGGESTED READINGS

- Aggarwal, J.C. (1982), *Teaching of Social Studies :A Practical Approach*, 4th edition New Delhi: Vikas Pub.
- Burton, W. H. (2016). *Principles of History Teaching*, London: Methuen
- Chaudhary, K. P. (2015). *The Effective Teaching of History in India*, New Delhi: NCERT
- Dhamija, N. (2013). *Multimedia, Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House
- Hamming, J. (2019). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Khan, S.U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications
- Kochhar, S.K. (1983), *Teaching of Social Studies*, New Delhi: Sterling Publications,.
- Mangal, S.K. & Mangal, U. (2018). *Padagogy of Social Science*, New Delhi: Practice Hall India Pvt. Limited.
- Martorella H. Peter. (1994) *Social Studies for elementary School Children (Developing Young Citizens)*
- Mehta, D.D. (2004), *Teaching of Social Studies*, Ludhiana: Tandon Pub.,
- Michaels U. Joh. (1992), *Social Studies for Children* New Delhi: Maktaba Jamia Ltd.

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt iii)
Code of the Paper- (BOE – 203)
Teaching of Life Science

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Identify and relate everyday experiences with learning life science.
- Understand the concept of evaluation and its types.
- Understand the concept of continuous and comprehensive evaluation.
- Examine different pedagogical issues in learning life science.
- Construct appropriate assessment tools for evaluating learning of life science.
- Stimulate curiosity, inventiveness and creativity in life science.
- Develop ability to use life science concepts for life skills.
- Develop competencies for teaching, learning of life science through different measures.
- Understand the importance and steps of lesson planning, unit planning and year planning.
- Perform pedagogical analysis of various topics of life science.

Course outcomes:

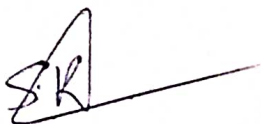
After the completion of this course content the learners will be able to:

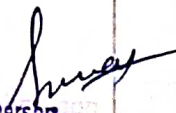
- Conduct experiments to demonstrate life science concepts
- Plan lessons based on various approaches
- Understand the importance and methods of evaluation, its types and CCE
- Understand the importance and steps of lesson planning, unit planning and year planning.
- Perform pedagogical analysis of various topics of life science.
- Construct and use appropriate assessment tools for evaluation in life science

Course Content:

Unit-1: Instructional Planning and Pedagogical Analysis in Life Science

1.1 Need and importance of Instructional Planning.




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- 1.2 Types of Planning (Year Plan, Unit Plan and Lesson Plan)
- 1.3 Principles of Lesson Planning
- 1.4 Steps involved in Lesson Planning, Unit planning and Year Planning
- 1.5 Pedagogical Analysis of the Following

- Photosynthesis
- Cell Structure
- Food Chains
- Ecological Balance
- Reproduction
- Food and Nutrition

Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are to do pedagogical analysis of all the above topics of Life Science. The examiner can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis:-

- Identification of Concepts
- Listing Behavioural Outcomes
- Listing Activities and Experiments
- Listing Evaluation Techniques

Unit-2: Evaluation in Life Science

- 2.1 The Concept of Evaluation, Measurement and Testing
- 2.2 Types of Evaluation (i.e. Diagnostic, Formative, Summative)
- 2.3 Techniques and Devices of Evaluation in Life Science
- 2.4 Characteristics of a good Test/Tool of Evaluation
- 2.5 Continuous and Comprehensive Evaluation (CCE) in Life Science
- 2.6 Different Types of Grading System
- 2.7 Construction and Use of Achievement Test in Life Science
- 2.8 Portfolio and Task Analysis: Meaning and Advantages

Practical Work: Any two of the following:

1. Laboratory techniques such as collecting, culturing, staining, temporary & permanent mounting of materials.
2. Museum techniques: Preservation, preparation and maintenance of plant, animal and other specimens.
3. Setting up and maintenance of Aquarium & Terrarium.
4. Use and maintenance of basic equipment in the Biology laboratory.
5. Practicing at least five experiments to be demonstrated / conducted in secondary class.
6. Prepare a working model on biological secondary school standard topics.

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7. Collect and preserve any five biological specimens and write a report.
8. A case study of any senior secondary science lab and prepare report.

Suggested Readings:

- Ahmad J. (2014). Teaching of Biological Science, PHI.
- Ahmad J. (2011), Teaching of Life Sciences, PHI Learning Private Limited
- Collete, Alfred T. and Eugene L. Chiappeta, *Science Instruction in the Middle & Secondary Schools*; Macmillan: N.Y. 1994.
- G. Parveen Manoj & Koya Haddan M.P. (2016). Teaching science Resource, Method and Practice- (Physical Science & Natural Science), Neelkamal; First edition (2016)
- Gupta, G. Teaching of Science. Twentyfirst Century Publication; Second Edition edition (2010)
- Jerry Wellington. Teaching Science in Secondary Classes; Routledge, USA, 1996.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur R. (2007), Teaching of Science, Twenty First Century Publication
- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt Ltd..
- Kohli, V.K. (2007): How to Teach Science, Shri Krishna Publications Ambala.
- Mangal S.K. (2005), Teaching of Life Science,
- Martin R., Sexton, C. Wagner, K. Gerlorich, J : Science for all Children : Allyn & Bacon : USA, 1998.
- Mohan, R. (2007): Innovative Science Teaching, Prentice Hall of India, New Delhi.
- NCERT (2006). *Position paper on Teaching of Science*. New Delhi: NCERT.
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- Rajan, S. (2012). Methodology of Teaching Science, Pearson Education India; First edition
- Sharma S.B. (2016). Pedagogy of Science, Rakhi Prakashan
- Siddiqi & Siddiqi: Teaching of Science Today and Tomorrow, Doaba House, New Delhi, 2002.
- Sundarajan, S. Teaching Science in Middle School: A Resource Book. Orient Longman: Hyderabad, 1995.
- Vaidya N., Science Teaching for the 21st Century, Deep and Deep Publishers, 1999.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt iv)
Code of the Paper- (BOE – 203)
Teaching of Economics

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Develop awareness about economics as a subject.
- Familiarize the student-teachers with the technique of developing curriculum for the +2 students of economics.
- Develop and analytical ability to appraise the existing curriculum of economics.
- Enable student-teachers to be conversant with the different methods of teaching.
- Develop positive outlook and skill for the use of modern teaching-aids.
- Instil the competence of organizing co-curricular activities for enriching the subject matter of economics.
- Enable them to develop the tools & techniques of evaluation for appraising and enhancing students' knowledge in economics.

Course outcomes:

After the completion of this course content the learners will be able to:

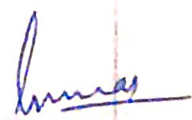
- Know the technique of developing curriculum for the +2 students of economics.
- Appraise the existing curriculum of economics.
- Conversant with the different methods of teaching.
- Develop and Use modern teaching-aids to teach economics.
- Organize co-curricular activities for enriching the subject matter of economics.
- Develop the tools & techniques of evaluation for appraising students' knowledge in economics.

Course Content

Unit-1: Pedagogical Analysis in Economics

- 1.1 Effective Economics Teacher
- 1.2 Co-curricular Activities




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- 1.2.1 Objectives of Co-curricular Activities.
- 1.2.2 Type of Co-curricular Activities
- 1.2.3 Principles Underlying Organisation of Co-Curricular Activities
- 1.2.4 Need and Importance of Co-curricular Activities
- 1.3 Role and Organisation of Some Co-curricular Activities in Teaching of Economics
- 1.4 Pedagogical analysis in Teaching of Economics: Importance and Steps

Teacher will demonstrate pedagogical analysis of any one of the given topics. The examiner, therefore, can ask for pedagogical analysis of any one of the given topics:

- Types of Markets
- Fiscal policy
- National income
- Any other related topic

Following points should be followed for pedagogical analysis:

- Identification of Concepts
- Listing Behavioural Outcomes
- Listing Activities & Experiments
- Listing Evaluation Techniques

Unit-2: Curriculum Development and Evaluation

- 2.1 Curriculum : Meaning and Importance of Curriculum,
 - 2.1.1 Difference between Syllabus and Curriculum,
 - 2.1.2 Development of Curriculum
 - 2.1.3 Principles of Curriculum Construction
- 2.2 Evaluation: Meaning & Importance of Evaluation,
 - 2.2.1 Types of Evaluation
 - 2.2.2 Tools of Evaluation
- 2.3 Characteristics of a Good Test

Suggested Readings:

- Gupta, R. (2018). *Teaching of Economics*. New Delhi: Shipra Publication
- Jimmy, T. (2018). *Teaching of Economic*. Germany: LAP Lambert Academic Publishing
- Mahajan, A., Usharani, R & Muthuja, B. (2009). *Teaching of Economics-II*. Delhi: Anmol Publications Private Limited
- Nelson, J.A & Maier, M.H. (2010). *Introducing Economics: A Critical Guide for Teaching*. Taylor & Francis Ltd.
- Rajakumar. M. (2016). *Pedagogy of Economics*. Bhiwani: Laxmi Book Publications.
- Siddiqui. M (1993). *Teaching of Economics*. Delhi: APH Publishing

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt v)
Code of the Paper- (BOE – 203)
Teaching of Computer Science

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 12
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Make content analysis in Computer Science
- Conduct pedagogical analysis in Teaching of Computer Science
- Know Evaluation Techniques in Teaching of Computer Science
- Prepare Teaching Learning Material in Computer Science.
- Make and Present Power Point Slide Show.
- Prepare and Present Slides in Power Point.
- Know about Parts and Components of Slide and Power Point Presentation.

Course outcomes:

After the completion of this course content the learners will be able to:

- Know the applications of Computer
- Know Evaluation Techniques in Teaching of Computer Science
- Prepare and use Teaching Learning Material in Computer Science.
- Prepare and Present Power Point Slide Show.
- Know about Parts and Components of Slide and Power Point Presentation.

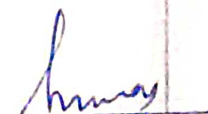
Course content

Unit-1: Introduction to Computers

- 1.1 Computer System
- 1.2 Operating System
- 1.3 Input & Output Devices
- 1.4 Ms-Windows
- 1.5 Ms-Office



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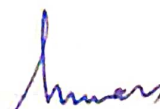
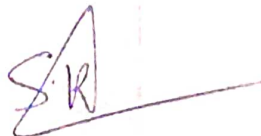
1.6 Uses and Applications of Computer

Unit-2: Development of Power-Point in Computer Science.

- 2.1 Preparation and Presentation of Power Point Slide.
- 2.2 Parts and Components of Slide
- 2.3 Making New Slide
- 2.4 Presentation of Slide
- 2.5 Preparation and Presentation of Power Point
- 2.6 Parts and Components of Power Point Presentation
- 2.7 Preparation of Power Point Presentation
- 2.8 Ways and Methods of Presenting Power Point.

Suggested Readings:

- Jain, Satish. (1990). *Introduction to Computer Science and Basic Programming*. New Delhi: Prentice Hall of India.
- Saxena, S. (1998). *A First Course in Computer*. New Delhi: Vikas Publications
- Sinha, P.K. (1990). *Computer Fundamentals*. New Delhi : BPB Publications
- Cox, J & Urban,P. (1999). *Quick Courses in Microsoft Office*. New Delhi: Galgotia Publications
- Intel (2003). *Intel in Education*. New Delhi: Students Work Book.
- Tanenbaum, A.S. (1998). *Computer Networks*. New Delhi: Prentice Hall of India.
- Ahuja ,J & Ahuja ,B (2016). *Pedagogy of Computer Science*. Amit Parkashan.
- Singh ,Y.K (2018) *Teaching of Computer Science* . APH Publication New Delhi.



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2023/24

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-III (Opt vi)
Code of the Paper- (BOE – 203)
Teaching of Art

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per Week: 10+2
Exam Hours: 90 Minutes
Total Credits per Week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Understand the foundation of teaching Art
- Develop an awareness of various art forms and their cultural bases.
- Familiarize with different strategies for teaching Art secondary and higher secondary level.
- Develop skill in use of various art tools and instruments
- Develop a perspective and appreciation of art, nature, human existence relationship
- Develop an understanding of methods and approaches of teaching Art

Course outcomes

After the completion of this course content the learners will be able to:

- Know the historical background of art
- Know about the different art forms and their classification
- Prepare lessons to teach Art at different levels
- Prepare teaching aids using art

Course content

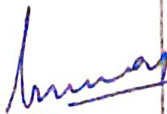
UNIT-1: Context of Art

- 1.1. Meaning , definition and classification of art
- 1.2 Discovery of pre historical painting in India.
- 1.3 Painting and sculpture (unreal) of Indus- Valley civilization.
- 1.4. Ajanta caves and Elora caves.
- 1.5. Murals and sculpture of Elephanta

UNIT-2: Lesson Planning and use of teaching aids

- 2.1 Art development in child at different stages.
- 2.2 Centres of Art Education.




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- 2.3 Excursion Method (field trips and tours)
- 2.4 Preparation of lesson plan from 6th to 12th class
- 2.5 Use of charts, flash cards and real objects

Practicum/Sessionals

Preparation of any four of the following:

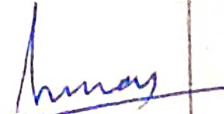
7. 3D Painting
8. Invitation Cards
9. Composition Painting
10. Water colour Painting
11. Collage
12. Poster

Suggested Readings:

- Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: NBT.
- Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.
- Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,
- Kumar Rajender (1 January 2016) *Art Education* Jain Prakashan ,New Delhi.
- Chauhan Reeta (1 January 2016) *Art Education*, publisher Agrawal publication, Delhi.
- Garg Mukesh (1 January 2016) *Art in Education*, Arihant Shiksha Prakashan, New Delhi.
- Learners Engaging(2018), *Choice Based Art Education in The Classroom*, Teacher College Press.
- Sharma Mamta(2019), *Pedagoge of Fine Arts*, Vinod Publication CHD.



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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-III
Paper-V
Code of the Paper- (BOE – 205)
School Internship (A+B+C)

Max Marks: 100+200+200
External Marks: 50+100+100
Internal Marks: 50+100+100

Total Inst. Hours : 16 Weeks

Credits per Week: 8+10+10

Course outcomes:

After the completion of this course content the learners will be able to:

- Gain real experience of school environment as a teacher
- Understand the learner, learning behaviour and learning situations from teachers' point of view.
- Develop meaningful learning sequences appropriate for effective learning
- Work under the guidance of experienced school teachers
- Participate in co curricular and extra –curricular activities organized in school
- Understand the actual classroom problems
- Management skills in the classroom
- Understand the problems as well as behavior of students at different stages of development
- Critically analyse the gained teaching experiences in actual school environment

16 week school internship will be organized in three phases: (i) pre internship (ii) internship; (iii) and post internship.

Pre-Internship: The following activities shall be organized during pre -internship phase (One week):

I. Planning and Facilitating Teaching Learning

- Lesson planning
- Class Teaching observation
- Developing and Using Teaching Learning Resources

II. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)


III. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting etc. and prepare a report of Activities

IV. Community and school

- Interaction with SDMC/SMC members




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- Interacting with parents

Phase – 2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and she shall undertake such duties as are assigned to her by the Head Master/Principal/ of the school / Supervisor of teaching practicum in all school related activities. During this period, she shall teach at least 160 periods in the school, taking equal number of lessons from each of her pedagogy subjects, under the supervision of the supervisor. During internship Student teachers shall perform the following activities:

- Prepare and deliver 80 lessons plans in each subject.
- 20 Observation of peer pupil teachers in each teaching subject
- Preparation of time table
- Organize and participate in:
 - ❖ Morning assembly
 - ❖ literary and cultural activities
 - ❖ Exhibitions
 - ❖ Quiz
 - ❖ Games and sports
 - ❖ PTA/SMC/PTM meetings
- Maintaining the respective records
- Maintenance a teacher diary

Records to be submitted

- 80 lesson plans in each subject.
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library-facilities
- Record of Participation/organization of school activities
- School time table
- Teacher Diary

Phase – 3: Post Internship

The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on her internship experiences.
- Exhibition of teaching aids.
- Viva-Voce on School Internship Programme by concerned supervisor..

Internal Assessment

The assessment of the performance of student teachers shall be based on various records submitted by the student teachers and observation & evaluation by concerned supervisor.

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B.P.S. Mahila Vishwavidyalaya, KhanpurKalan (Sonapat)
Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper - II
Code of the Paper- (BOE – 202)
Gender, School and Society

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour per Week: 05+01
Exam Hour: 3 hrs
Total Credits per Week :06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives

The paper will enable the students to:

- Understand the concept of gender roles in society
- Explain the gender identity and socialization process
- Identify gender roles in textbooks and curriculum.
- Discuss safety of girls and women at school, home and workplace
- Understand the representation of gender in various mass media.

Course outcomes

After the completion of this course content the learners will be able to

- Be aware about the concept of gender roles in society
- Elucidate the gender identity and socialization of gender
- Identify gender roles in textbooks and curriculum.
- Discuss safety of girls and women at school, home and workplace
- Understand the representation of gender in various mass media.


Course Content

Unit-1: Concept of gender and gender roles

- 1.1 Gender: Meaning and definition, Difference between gender and sex
- 1.2 Understanding concepts related to gender: feminism, Masculinity and Femininity
- 1.3 Gender roles: Types, Sociological and Psychological perspectives

Unit-2 Gender equality and School




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Khanpur Kalan (Sonapat)

- 2.1 Meaning of gender equality, need and importance; Reasons for gender inequalities - Gender-just education outside school settings.
- 2.2 Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities.
- 2.3 Gender concerns related to access, enrolment, retention, participation and overall achievement.
- 2.4 Gender discrimination: meaning, causes, areas and Gender discrimination at different levels of institutions

Unit-3 Gender identity and socialization process

- 3.1 Gender identity and socialization practices in family, other formal and informal organisations.
- 3.2 Gender stereotypes: Gender stereotypes in schools, overcoming from gender stereotypes.
- 3.3 Social construction of gender, Theories on gender and education (Socialisation theory and Gender difference theory) and their application in Indian context

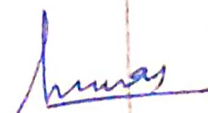
Unit- 4 Gender related issues in India

- 4.1 Female foeticide: meaning, legal provisions and how to stop?
- 4.2 Child marriage: meaning, legal provisions and how to stop?
- 4.3 Dowry: meaning, legal provisions and how to stop?
- 4.4 Sexual harassment at workplace: meaning, legal provisions and how to stop?
- 4.5 Domestic violence: meaning, legal provisions and how to stop?

Suggested Readings:

- Trivedi, V.O. (2016). *Gender, School and Society*. Delhi: Aggarwal Publication.
- Sharma, K.K., Miglani, P & Sheokand, P. (2016). *Gender, School and Society*. Delhi: Twenty First Century Publication.
- Kumar, D., Rani, A & Bala, R.(2018). *Gender, School and Society*. Delhi: Nirmal Publishing House.
- Makol, R & Makol, L.(2018). *Gender, School and Society*, Rakesh Makol Publication
- Mahdi, A.(2018). *Gender, School and Society: Concepts, Issues and Options*. Delhi: Kanishka Publishers
- Mohan, M. (2017). *Gender, School and Society*. Delhi: Thiruvalluvar Publications
- Pachauri, G.(2018). *Gender, School and Society*. Meerut: R. Lall Book Depot Publishers




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Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper - IV
Code of the Paper- (BOE – 204)
Contemporary India and Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour per Week: 05+01
Exam Hour: 3 Hours
Total Credits per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives

The paper will enable the students to:

- Understand emerging society issues and their implication for education.
- Understand various provisions concerning education in India Constitution.
- Get a historical insight into the development of education in India.
- Examine the issues and concerns related to universalization.
- Realize the importance of right to education and the provisions made for realizing it.
- Understand the role of education in empowering the weaker section of Indian society.

Course outcomes

After the completion of this course content the learners will be able to:

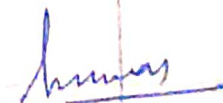
- Comprehend various provisions concerning education in India Constitution.
- Understand the development of education as a discipline.
- Comprehend the issues and concerns related to universalization.
- Become conscious about provisions of right to education.
- Understand the role of education in empowering the weaker section of Indian society

Course Content

UNIT-1: Constitutional Provisions and Status of Education

- 1.1 Indian constitution and status of education.
- 1.2 Education and fundamental rights and duties.
- 1.3 Directive principles of state policies.
- 1.4 Equality of opportunities in education.
- 1.5 Social diversities based on caste, language, regions and religions.




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1.6 Status of Education of Socially Disadvantaged Section of society namely SC, ST, OBC, women and minorities.

1.7 Right to Education Act 2009-Right of Children to Free and Compulsory education.

UNIT-2: Educational Committees and Commissions before Independence

2.1 Macaulay's Minutes and Bentick Resolution and Adam's Report: Features and Recommendations

2.2 Wood's Dispatch of 1854: Recommendations, Merits and Demerits

2.3 Lord Cruzen's Education Policy

2.5 National Education Movement

UNIT-3: Educational Committees and Commissions after Independence

3.1. Secondary Education Commission 1952 -1953

3.2 Indian Education Commission 1964- 66

3.3 National Policy of Education 1986

3.4 POA: Major Features

UNIT-4: Issues and Various Schemes of Education

4.1. Contemporary Issues in Indian Education

4.2 Universalization of School Education and DPEP, MDM, SSA, RUSA and IEDSS

4.3 Related Issues of Universalization: Provisions Enrollment and Retention

4.4 Vocationalization of Secondary Education

4.5 Emotional Integration and International Understanding in the Context of Globalization

4.6 National Programme of Education of Girls at Elementary Stage Scheme (NPEGSS)

Suggested Readings:

- Aggarwal, J. C. (2008). *Education in Emerging Indian society*. New Delhi: Shipra Publication.
- Aggarwal, K. C. (2016). *Education in Contemporary in Indian society (Hindi)*, Ludhiana: Shri Vinod Pustak Mandir: First edition (2016)
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Wazirpur Kolan (Santpat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper - VI
Code of the Paper- (BOE – 206)
Knowledge and Curriculum –II

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. hour per Week: 03+01
Exam Hour: 90 minutes
Total Credits Per Week: 04

Note for paper setter i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions. ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short answer type questions of 4 marks each to be selected from the entire syllabus. iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Objectives

The paper will enable the students:

- To enable student teachers to understand the meaning of the term Curriculum.
- To sensitize them towards the conceptual linkages and distinctions between Educational aims,
- Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
- To explore the role of School as an organization and culture along with the teacher which fosters the spirit of Critical Pedagogy

Course outcomes

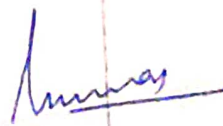
After the completion of this course content the learners will be able to:

- Understand the meaning of the term Curriculum.
- Develop conceptual linkages and distinctions between Educational aims,
- Understand Curriculum framework, Curriculum development, curriculum transaction,
- Understand the process of curriculum evaluation and Pedagogy.
- Understand school as an organization and culture along with the teacher in a contextually responsive Curriculum which fosters the spirit of Critical Pedagogy.

Unit-I Curriculum and Related concepts

- 1) Curriculum
 - Meaning
 - Importance
 - Bases of Curriculum
- 2) Curriculum Development
 - Concept, Need and importance of curriculum development.
 - Principles of curriculum development.
 - Factors affecting curriculum development: Philosophical, Social and Psychological.
- 3) Steps of curriculum development and evaluation of curriculum.




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Unit-II School: The Site of Curriculum Engagement

2.1 Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively.

2.2 Role of Infrastructural support in Teaching and Learning

(A) Classroom seating Arrangement

(B) Library

(C) Laboratory

(D) Playground

2.3 Models of Curriculum Development given

(A) Franklin Bobbit

(B) Hilda Taba

Suggested Readings:

- Bawa, M.S. & Nagpal, B.M. eds (2010); *Developing Teaching Competencies*; Viva Books. - Cohen, Louis; Manion,
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- McNeil, John D. (2003); *Curriculum: The Teacheris Initiative*; Third Edition; Merrill Prentice Hall; Ohio. Bachelor of Education 55 Guru Gobind Singh Indraprastha University Sector-16 C, Dwarka, New Delhi
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Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper - VIII
Code of the Paper- (BOE- 208)
Creating an Inclusive School

Max Marks: 50
External Marks: 40
Internal Marks: 10

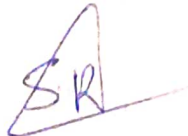
Total Inst. Hour per Week: 03+01
Exam Hour: 90 minutes
Total Credits per Week: 04

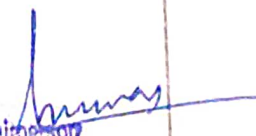
Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:

- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating inclusion with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum
- Develop an understanding of philosophy of inclusion and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Sensitized towards disabled and contribute better in making inclusive classrooms
- Appreciate the significance of Inclusive schools in the education of children with diverse needs.
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- Analyze inclusive educational practices,
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms
- Modify appropriate learner-friendly evaluation procedures
- Incorporate innovative practices to respond to education of children with special needs
- Critique policies and contribute to the formulation of policy
- Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.




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Course outcomes

After the completion of this course content the learners will be able to:

- Understand the philosophy of inclusion of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Understand the significance of Inclusive schools in the education of children with diverse needs.
- Analyze and implement inclusive educational practices,
- Plan need-based programmes for all children with varied abilities in the classroom.
- Acquire skills in teaching special needs children in inclusive classrooms
- Develop appropriate learner-friendly evaluation procedures
- Implement the innovative practices to respond to education of children with special needs

Course Content

Unit 1: Understanding Inclusion in education & policies, programmes and legislative provisions with reference to children with special needs

- 1.1 History of inclusion –paradigm shift from segregation to inclusion
- 1.2 Concept, Principles of Inclusive Education
- 1.3 Difference between the term Special Education, Integrated Education, Inclusive Education
- 1.4 Advantages of inclusive education.
- 1.5 PWD Act 1995, SSA with special reference to Inclusive Education, Right to persons with disabilities Act-2016.

Unit ii: Understanding physical, psychological and social cultural diversity & addressing learners' diversity

- 2.1 Diversity due to disability (Different types of disabilities: Nature, Characteristics & their Identification and Educational Modification/Adaptations)
- 2.2 Teacher Preparation for Inclusive Classrooms.
- 2.3 Learning and learner support--Assistive and Adaptive devices, ICT
- 2.4 Universal Design in Learning (UDL)

PRACTICUM

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socioeconomic and educational status.

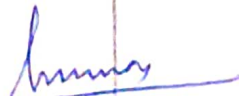


- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings:

- Ainscow, M., Booth, T. (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training: Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
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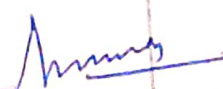

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- Julka, Anita (2006). *Including Children and Youth with disabilities in Education: A Guide for practitioners*. New Delhi: NCERT
- Julie Alan, 2010 *The sociology of disability and the struggle for inclusive education*. British Journal of Sociology of Education, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619
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- Longone, B (1990). *Teaching retarded Learners: curriculum and methods for improving instruction*. Boston: Allyn and Bacon
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- MSJ & E (1995). *Persons with Disabilities Act- 1995*, New Delhi: Government of India
- Nidhi Singal. *An ecosystemic approach for understanding inclusive education: An Indian case study*. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252

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- <http://socialjustice.nic.in/policiesacts>.
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Optional Papers

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper -X
Code of the Paper- (BOE – 210) (opt.-i)
Environmental Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. hour per Week: 05 +01
Exam Hour: 03
Total Credits per week: 0 6

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives


The paper will enable the students to:

- Understand about the concept, importance, scope and aims of environmental education.
- Understand the concept importance and of sustainable development.
- Understand the concept of ecosystem and food chain and the imbalance caused due to human activities.
- Acquainted with possible environmental hazards and enable them to combat with the negative effects of the programme of environmental erosion and pollution at various stages of education.
- Oriented with various components of environment for preparing a curriculum for environmental education.
- Develop various methods and strategies for realizing the objectives of environmental education.
- Understand about various issues and problems in the area of environment.
- Understand the impact of human activities on environment, values and ethics related with environment.
- Acquire knowledge about the programme of environmental education for bringing attitude changes among the children
- Acquire an awareness of and sensitivity to the total environment and its allied problems.

Course outcomes

After the completion of this course content the learners will be able to:

- Understand the concept and importance of sustainable development.
- Know the concept of ecosystem and food chain.
- Understand possible environmental hazards and negative effects of environmental erosion and pollution.
- Prepare a curriculum for environmental education at different stages.
- Realize the objectives of environmental education.
- Understand the issues and problems in the area of environment.
- Understand the impact of human activities on environment, values and ethics related with environment.



Course content

Unit 1: Understanding Environmental Education

- 1.1 Meaning, Definition & Importance of Environmental Education
- 1.2 Scope and Aims of Environmental Education
- 1.3 Methods and approaches of environmental education- -Eco clubs, Exhibitions, Field Trips, Projects, Observation/ Survey etc.
- 1.4 Curriculum development in environmental education
- 1.5 Components of responsible environmental behavior among teacher and students

Unit 2: Environmental Crisis, Global Change

- 2.1 Ecosystem and Food chain: Concept and their imbalance
- 2.2 Causes and effects of environmental hazards
- 2.3 Global Change: Green House effect , Ozone layer depletion,
- 2.4 Acid rain, Pillar melting, Rise in the sea level
- 2.5 Environmental pollution (Soil pollution, Water pollution, Air pollution, Noise pollution and radioactive pollution) and controlling measures
- 2.6 Environmental problems in India

Unit-3: Environmental Awareness and Sustainability

- 3.1 Difference between environmental education and environmental awareness
- 3.2 Programme of environmental education for attitude changes among the children
- 3.3 Role of Media, Print, Films and T.V in spreading environmental awareness
- 3.4 Sustainable development: Concept and guiding principles.
- 3.5 Sustainable Practices: Respecting Bio-diversity and Conservation.
- 3.6 Environmental Laws in India

Unit-4: Environmental Issues and Protection

- 4.1 Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment
- 4.2 Environment Conservation and its Management
- 4.3 National Parks, Sanctuaries and Zoo's,
- 4.4 Plan and Projects of Environmental Protection like Save Dal, Save Hangul, Save tiger project, Chipko movement and Save Ganga movement.
- 4.5 Alternate sources of energy, Eco-friendly technology
- 4.6 Waste management
- 4.7 Population and environment



Suggested Readings:

- De, A.K. & De, A.K. (2004): Environmental Education, New Age International Limited, Ansari Road Daryaganj, New Delhi.
- De, A.K. & De, A.K. (2005): Environmental Studies, New Age International Limited, Ansari Road Daryaganj, New Delhi.
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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper-X
Code of the paper- (BOE – 210) (Opt. -ii)
Special Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour per Week: 05+01
Exam Hour: 03
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:


- Understand about the concept, importance, scope and aims of special education.
- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating education with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum
- Develop an understanding the concept of exceptionality and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Sensitized towards disabled and contribute better in making inclusive classrooms
- Plan need-based programmes for all children with varied abilities in the classroom.
- Incorporate innovative practices to respond to education of children with special needs
- Critique policies and contribute to the formulation of policy
- Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

Course outcomes

After the completion of this course content the learners will be able to:

- Develop a pedagogical thought based on acknowledge, accepting and valuing diversity, for facilitating education with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum




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Khanpur Kalan (Solapur)

- Understand the concept of exceptionality, different policies, programmes and legislations related to children with special needs.
- Contribute to make the classrooms better for inclusion
- Plan different programmes for children with special needs.
- Incorporate innovative practices to respond to education of children with special needs
- Contribute to the formulation of policy for children with special needs
- Contribute to implement policies and laws pertaining to education of children with special needs.

Course Content

Unit-1 Concept of Exceptionality and Special Education

- Meaning, concept of Exceptionality ,the Concept of Negative ,Positive and Multiple Deviations
- Causes lying behind Exceptionality: Heredity and Environmental factors
- Concept, Meaning, Objectives and need of special education
- Principles of Special Education
- Continuum of Special Education services
- Transition from segregation to Inclusion, Difference between segregation, Integration & Inclusion.
- Difference between Handicap, Disability & Impairment.

Unit-2 Policies, Programmes and Legislative Provisions With Reference To Children With Special Needs:

- 2.1 Persons with Disabilities Act (1995)
- 2.2 Rehabilitation Council of India Act (1992)
- 2.3 National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999.
- 2.4 National Policy of Disabilities (2006)
- 2.5 Inclusive Education under SarvaShikshaAbhiyan (SSA)
- 2.6 Rights to Persons with Disabilities Act-2016.

Unit-3 Understanding Sensory & Intellectual Disabilities:

- 3.1 Visual Impairment: Concept, Characteristics, Types, Identification ,Etiology, Educational Accommodations
- 3.2 Hearing Impairment: Concept, Characteristics, Types, Identification ,Etiology, Educational Accommodations
- 3.3 Learning Disability: Concept, Characteristics, Types, Identification ,Etiology, Educational Accommodations
- 3.4 Mental Retardation: Concept, Characteristics, Types, Identification ,Etiology, Educational Accommodations

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Unit-4: Understanding Other Exceptionalities:

- 4.1 Gifted Children: Concept, Characteristics, Types, Identification , Educational Accommodations
- 4.2 Creative Children: Concept, Characteristics, Types, Identification, Nurturing and stimulation of creativity among children.
- 4.3 Juvenile Delinquent Children: Concept, Characteristics, Types, Causes and treatment and reformatory measures for Juvenile Delinquent Children.
- 4.4 Emotionally Disturbed Children: Concept, Characteristics, Identification and Educational and treatment measures.

Suggested Activities for Assignment/Project

- Visit to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visit to be submitted and presented.
- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.
- Preparation of status report on school education of children with diverse needs.
- Evaluation of text books from the perspective of differently abled children.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Critical review of policy and practice and panel discussion by a group of students
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Design a poster and slogan on Inclusive Education


Suggested Readings:

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- Rebecca Bond and Elizabeth Castagnera. *Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
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- Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643
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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B. Ed.)
Semester-IV
Paper- X
Code of the paper- (BOE-210) (Opt.-iii)
Educational Measurement and Evaluation

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours: 05+01
Exam Hours: 3Hrs.
Total Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 2 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 8 marks.

Objectives:

The paper will enable the students to:

- Acquaint the student with the basic concepts, new trends and practices adopted in educational measurement and evaluation.
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to explain and use appropriate statistical techniques in measurement and evaluation.

Course outcomes


After the completion of this course content the learners will be able to


- Acquaint with new trends and practices adopted in educational measurement and evaluation.
- Know about the tools and techniques of measurement and evaluation.
- Acquire skills and competencies to construct and standardize a test.
- Understand the process of measurement, evaluation, and interpretation of results to help learners.
- Explain and use appropriate statistical techniques in measurement and evaluation.

Course content

Unit-I: Educational Measurement and Evaluation

1.1 Concept, Scope and Need




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1.2 Types of Measurement Scale

1.3 Evaluation

1.3.1 Basic Principles of Evaluation

1.3.2 Types of Evaluation

1.3.3 Functions of Evaluation

1.4 Inter relationship between Measurement and Evaluation

1.5 Taxonomy of Educational Objectives

Unit-II: Tools of Measurement and Evaluation

2.1 Types of Tools of Measurement and Evaluation

2.1.1 Essay Type Tests and Objective Type Tests

2.1.2 Questionnaire and Schedule

2.1.3 Inventories

2.2 Characteristics of a Good Measuring Instrument

2.2.1 Validity: Types and factors affecting validity

2.2.2 Reliability: Types and factors affecting reliability

2.2.3 Norms

2.2.4 Usability

Unit-III: Standardisation of a Test

3.1 Norm Referenced and Criterion Referenced Test

3.2 Construction and Standardisation of an Achievement test

3.3 Item Analysis: Difficulty Index, Discrimination Index

3.4 Interpretation of Test Scores

Unit-IV: Statistics and New Trends in Measurement and Evaluation

4.1 Statistical Terms: Data, Class Interval, Frequency, Frequency distribution

4.2 Measures of Central Tendency: Arithmetic Mean, Median and Mode

4.3 Grading system: Relative Merits and Demerits of Marking and Grading

4.4 Semester System

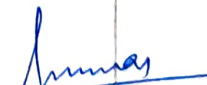
4.5 Continuous and Comprehensive evaluation

4.6 Question Banks

4.7 Use of Computer in Evaluation

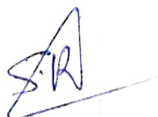
Suggested Readings:

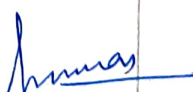
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- Aiken, L.R. & Gary GrothMarhant (2011). *Psychological Testing and Assessment (12th edition)*. New Delhi: Pearson.



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- Kumar, S. (2009). UGC EDUCATION. (4th edition). Arihant Publications: India. pp. 223-226.
- Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching (8th Edition)*. Delhi: Pearson Publishers.




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper-X
Code of the paper- (BOE – 210) (Opt.-iv)
Physical Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per week: 05+01
Exam Hours: 03 Hours
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students:

- To provide opportunities for controlled participation in physical activities that will result in educative experiences
- To develop and understand the exercises effects on body systems
- To conduct games, tournaments and understand the short comings of Indian sports performances
- Orientation of important competition and sports awards
- To develop student physically mentally and emotionally

Course outcomes

After the completion of this course content the learners will be able to

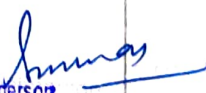
- Participate in physical activities resulting in educative experiences
- Understand the effects of exercises on body systems
- Conduct games, tournaments and understand the short comings of Indian sports performances
- Understand the importance of competition and sports awards

Course Content:

Unit 1: Basics of Physical Education

- 1.1 Meaning, Scope, Aim and Objective of Physical Education
- 1.2 Need and importance of Physical Education in Modern society
- 1.3 Role of institutions (school and family), health services, policies and major health and physical education-related programmes




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- 1.4 Age and sex differences in relation to physical activities and sports
- 1.5 Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages
- 1.6 Philosophy of Olympism
- 1.7 Meaning of Adapted Physical Education
- 1.8 The aims of Adapted physical Education
- 1.9 The Objectives of adapted Physical Education
- 1.10 Adapted physical education: approach for removing architectural, attitudinal and administrative barriers

Unit 2: Exercise and Sports Training

- 2.1 Meaning and importance: speed, strength , endurance and flexibility
- 2.2 Indigenous and self-defense activities
- 2.3 Benefits of exercise (references to Muscular System, circulatory system. and Respiratory System)
- 2.4 Warming up : type , method ,and components
- 2.5 Cooling down and warm up importance to games and sports
- 2.6 Development of physical fitness; Postures; Importance of relaxation

Unit 3: Issues Tournaments

- 3.1 Meaning and importance of Intramural & Extramural tournaments
- 3.2 Conduct of Tournaments:
 - 3.2.1 Knock out or Elimination tournament
 - 3.2.2 League tournament
- 3.3 Significance/importance and organization of athletic meet at school level : 1)pre meet preparation
2) during meet preparation 3)post meet preparation
- 3.4 Causes of deteriorations of sports in India
- 3.5 Sports and adapted physical education activities for inclusion and wellbeing among persons with disabilities

Unit 4: Sports Competition and Sports Awards

- 4.1 Modern Olympics: History, goals, Olympic flag and eligibility for participation
- 4.2 Commonwealth games: History and goals
- 4.3 Asian Games: History and goals
- 4.4 Arjuna Award: Eligibility cash prize, Facilities for player
- 4.5 Dronacharya Award: Eligibility cash prize, Facilities for coaches



Suggested Readings:

- Barrow, Harnold M(1983) "Man & Movement. Principals of Physical Education" Lea & Febign, Philadephia
- Bette J., Logsdon & Others.1977. "*Physical Education for Children: A Focus on the Teaching Process*", Lea & Febiger, Philadelphia
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- Chander, Yogesh (2018). Sports and adapted physical education activities for inclusion and wellbeing among persons with disabilities, chapter in book *Inclusive education: practitioners prospective* Edited by N.K.Jangira, Sandhya Limaye, Satish Kapoor, SIEDI-Satish Kapoor Publications.
- Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. "*Foundation of Physical Education Exercise Science and Sports*", Tata McGraw Hill, Pvt. Ltd., New Delhi
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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper-X
Code of the paper- (BOE – 210)(Opt.-v)
Guidance and Counselling in Indian School

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per week: 05+01
Exam Hour: 03
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:

- Develop an understanding of the Nature and Scope of guidance.
- Develop an understanding of the role of guidance for the population with special Needs.
- Develop an understanding of the Nature and Scope of counselling and their Applications in various related field's of counselling.

Course outcomes

After the completion of this course content the learners will be able to

- Understand the Nature, Scope and types of guidance.
- Understand the Scope and types of counselling and their Applications in various related field's.
- Acquire the skills required to be a good counselor
- Acquire the techniques and approaches of different guidance services

Course content

Unit 1: Guidance

- 1.1 Meaning of guidance – Concept, Nature, Principles and Scope and Areas in Guidance
- 1.2 Difference between Guidance and Education, Teaching, Counseling.
- 1.3 Need of Guidance from Point of View: Educational, Sociological, Psychological and Individual.
- 1.4 New Trends and Demands in Guidance

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Unit 2: Element and Scope of Counselling

- 2.1 Meaning of Counselling: Concept, Importance and Purpose
- 2.2 Function and Element of Counselling
- 2.3 Process of Counselling
- 2.4 Techniques in Counselling: Interview, Case Study and Questionnaire.
- 2.5 The Qualities of a Good Counsellor.

Unit 3: Issues in Guidance

- 3.1 Meaning of Research, Purpose or Importance of Research
- 3.2 Problem with Research Service in Guidance and Counselling
- 3.3 Group Guidance, Concept and Definition, Nature, Principles and Scope of guidance.
- 3.4 Group Guidance Techniques:
 - (a) Career Talk
 - (b) Career Exhibitions
 - (c) Career Conferences


Unit 4: Different Guidance Services

- 4.1 Occupational Information service, Concept and Definition, Nature, Principles and Scope of guidance.
- 4.2 Placement service: Concept and Definition, Nature, Principles and Scope
- 4.3 Follow up service: Concept and Definition, Nature, Principles and Needs .

Suggested Readings:

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- Rao, S. N. and Prem Sahajpal (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.
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- Bruce, Shetzer and Stone (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.
- Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
- Gibson, R. L. and M. H. Mitchell (2014). *Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
- Jones, Arthur J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.
- Kochhar S.K. (1989). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R.H. Myers and George, E. (1976). *Principles and Techniques of Guidance*. New York: McGraw Hill Book Co.
- Meenakshi (2003). *Guidance & Counselling*, Kalia Parkashan.
- Ohlsen, Merle M. (1977). *Group Counseling* {2nd Ed). New York: Holt Rinehart and Winston.




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Kalan (Sonapat)

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Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
PAPER-X
BOE – 210 Option (vi)
Teacher Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:

- Develop an understanding of the Nature and Scope of guidance.
- Develop understanding of the concept, development of teacher education.
- Examine the major issues and problems of teacher education.
- Discuss in detail teacher education as professional teacher effectiveness.
- Understand role and importance of research in teacher education.

Course outcomes

After the completion of this course content the learners will be able to

- Understand the concept and historical background of teacher education.
- Examine the major issues and problems of teacher education.
- Develop professionally as a teacher
- Understand the importance and process of research in teacher education.

Course Content

Unit.-1 Concept and History of Teacher Education

1.1 Need, concept and scope of teacher education.

1.2 Historical development of teacher education before and after independence

1.2.1 Before Independence: Wood Dispatch (1854), Hunter Commission (1882)




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1.2.2 After Independence: Indian Education Commission 1964- 66, National Policy of Education 1986,
National Knowledge Commission 2000, National Curriculum Framework for Teacher
Education 2009

1.3 Recent developments in teacher education

Unit -2 Issues of Teacher Education

2.1 Major issues and problems of teacher education

2.2 Maintaining standards in teacher education - Admission Policies and Procedures, Recruitment of teacher educators.

2.3 Conditions of teacher educators

2.4 Privatization, Globalization and Autonomy in teacher education

Unit -3 Teacher education as a profession

3.1 Concept of profession and professionalism

3.2 Developing professionalism, professional ethics and professional code of ethics for teacher educator

3.3 Meaning and various factors of teacher effectiveness

3.4 Enhancing and Evaluating Teacher Effectiveness

Unit -4 Research in Teacher Education

4.1 Nature and scope of research in teacher education

4.2 Areas of research in teacher education

4.3 Trends in research in teacher education

Suggested Readings:

- Kohli, V. K. (1992). *Teacher Education in India*. Ambala: Vivek Publishers.
- National curriculum framework for teacher education towards preparing professional and human teacher, (2009) NCTE, New Delhi.
- MHRD (1992). *Program of action Department of Education*. Government of India, New Delhi.
- Nayar, D. P. (1989). *Towards a national system of education*. Mittal publishing, New Delhi.
- NCERT (1987). In-Service training package for secondary teacher MHR, New Delhi.
- NCTE (1988). *Curriculum Framework for Quality Teacher Education* NCTE Publication New Delhi.
- Oberoi, M. K. (1995). *Professional competencies in Higher education*,UGC Publication ,New Delhi.
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- Pandey, Dr. Jyoti (2015). *Teacher Education*. New Delhi, K.S.K Publisher.
- Singh, L. C. et al. (1990). *Teacher Education in India*. New Delhi ,NCERT.
- Singh, T. (1978). *Diffusion of innovation among Training College of India Varanasi* Bharat BhartiPrakashan.
- Sharma, R. A. (2005). *Teacher Education*. Meerut: Loyal Book Depot.
- Sharma, S. P. (2005) *Teacher Education*. New Delhi :Kanishka Publishers.
- Udayveer (2006). *Modern Teacher Training*. New Delhi: Anmol Publication.

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper-X
Code of the paper- (BOE – 210)(Opt-vii)
Value Education and Human Rights Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per Week: 05+01
Exam Hour: 03
Total Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:


- Understand the concept of value education and Human Rights education.
- Understand the nature of value education and their role in human life.
- Acquaint with human rights and Indian constitutional provisions.
- learn about various types of human rights
- Understand the importance of value-education.
- Understand & use various approaches to value development in classroom situation.
- Understand about different types of values.
- Elucidate the role of educational institutions in promoting value education.
- Understand the international dimensions of human rights education.
- Elaborate the significance of constitutional provisions for human rights and the millennium development goals.
- Explain the role of different national, international agencies for promoting human rights education
- elucidate the role of educational institutions in promoting human rights education

Course outcomes

After the completion of this course content the learners will be able to

- Understand the human rights and Indian constitutional provisions, its international dimensions and importance.
- Use various approaches to develop values in classroom situation.




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- Know the role of educational institutions in promoting value education.
- Know the constitutional provisions for human rights and the millennium development goals.
- Understand the role of different national, international agencies for promoting human rights education
- Understand the role of educational institutions in promoting human rights education

Course content

UNIT-1: Concept of Value Education and Various Agencies Related Value Education

- 1.1. Basic Concept of Value Education
- 1.2. Meaning, Concept and need of Value Education
- 1.3. Aims and Objectives of Value Education
- 1.4 Role of Social Agencies: Family, Mass Media, School, NGOs and Government
- 1.5 Different Types of Value Education

UNIT-2: Challenges, Strategies and Methods of Value Education

- 2.1. Impact of Global Development on Values
- 2.2. Role of religion and great personalities in propagation of value Education.
- 2.3 Challenges of Value Education
- 2.4 Strategies and methods of teaching value education
- 2.5 Approaches of Value Education

UNIT-3: Concept and Constitutional Provisions of Human Rights

- 3.1 Meaning, concept and objectives of human rights education
- 3.2 Evolution of Human Rights
- 3.3 Need and importance of Human Rights education
- 3.4 Human rights and Indian constitutional provisions
- 3.5 Concern and necessity for enforcement of human rights

UNIT-4: Different Areas of Human Rights Education

- 4.1. Classification of Human Rights
- 4.2 Women and Child Rights
- 4.3 Consumer Rights
- 4.4 Labour Rights
- 4.5 Human Right Commission,
- 4.6 Violations and Redressal in India
- 4.7 Role of Educational Institutions in Spreading Awareness about Human Rights

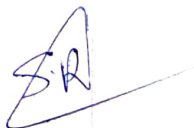
Suggested Readings:


- Adams, D. (Ed) (1997). UNESCO and a culture of Peace: Promoting a global Movement. Paris UNESCO.
- Bhargava. M. & Taj. H. (2006). Glimpses of Higher Education. Agra-2: RakhiPrakashan
- Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.

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- Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
- Kothari, D. S. "Education and Values ", Report of the orientation course cum-workshop on Education in Human Values, New Delhi.
- Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
- Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
- Pandey, B.C. (2019) *Value Education & Education for Human Rights*. New Delhi, Isha Books Publication.
- Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
- Taj. H. (2005). National concern and education. Neel Kamal Publication Private Limited




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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Bachelor of Education (B.Ed.)
Semester-IV
Paper-X
Code of the paper- (BOE – 210) (Opt.-viii)
Yoga and Health Education

Max Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hour Per week: 05+01
Exam Hours: 03 Hours
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16 marks.

Objectives

The paper will enable the students to:

- Develop the control mind
- Develop physical and mental fitness
- Understand the concept of yoga , pranayama and asana
- Understand the dimension of health and health education
- Understand the importance of balance diet and contemporary health problems

Course outcomes

After the completion of this course content the learners will be able to


- Gain peace of mind.
- Develop physical and mental fitness
- Learn pranayama and the different asans of yoga
- Learn meditation and its effects
- Know the dimension of health and health education
- Know the importance of balance diet and contemporary health problems

Course Content

Unit 1: Foundations of Yoga and Hath Yoga

- 1.1 Meaning and Aim of yoga : 1) Karma yoga 2) Janana yoga 3) Hath yoga 4) Raj yoga
5) Mantra Yoga 6) Laya Yoga and 7) Bhakti Yoga
- 1.2 Concept of Hath yoga with reference to pranayama and asanas




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- 1.3 Relationship of hath yoga with physical health , mental health , spiritual health
- 1.4 Role of yoga at various level of education: primary , secondary , higher education
- 1.5 Meditation: meaning concept and method

Unit 2: Pranayams and Asanas

- 2.1 Pranayama : Meaning ,objectives, types and benefits
- 2.2 Asanas: meaning, importance and important guidelines for asanas
- 2.3 Role of pranayama and asanas in day to day life
- 2.4 Important Asans (Techniques, Precautions and Advantages) i) Padmasana, ii) Vajrasana, iii) Halasana, iv) Shavasna, v) Sarvangasana, vi) Dhanurasna,

Unit 3: Issues Basics of Health and Health Education

- 3.1 Meaning & dimensions of health
- 3.2 Determinants of health
- 3.3 Health Education: meaning , objectives ,scope
- 3.4 Principles of Health Education
- 3.5 Importance of Health Education at school level
- 3.6 Health services provided by government

Unit 4: Sports Nutrition and Contemporary Health Problems

- 4.1 Concepts of malnutrition and obesity
- 4.2 Meaning and importance of balanced diet.
- 4.3 Needs and problems of Adolescence and their management
Obesity: meaning, its affect on individual & its management.
- 4.5 Communicable diseases: Meaning, Mode of transmission, Common systems and prevention of spread of
i)AIDS, ii) Hepatitis B, iii) Rabies, iv) Malaria and v) Swine Flue.

Suggested Readings:

- Iyender, BKS, (1982). Light on Yoga. Great Britain, Geroga Allema & Unwin
- Park, J.E. and Park K.(2000) "Text Book of Preventive and Social Medicine" 16th edition, , Banarsidas Bhnot, Jabalpur.
- Sharma, P.D.,(1984) "Yoga Yogasana & Pranayama for Health", Naveet Publication, Ahmedabad,
- Singh, Ajmer and et.al.(2006) "Essentials of Physical Education" Reprint, Kalyani Publishers, Ludhiana.
- Uppal A.K.& Gautam GP " Physical Education and Health", Friends Publication, Delhi.



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Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper -XII
Code of the Paper- (BOE – 212)
Understanding the Self (Practical)

Max Marks: 50
External Marks: 40
Marks: 10

Total Inst. Hour Per Week: 04
Total Credits Per Week: 04 Internal

Objectives

The paper will enable the students to:


- Understand that the development of self is a resource to exercise their professionalism.
- Make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Help them develop sensitivity towards social-cultural diversities crucial in making teaching-learning environment conducive/congenial to the learner.
- Demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being.
- Reflect on one's experiences, aspirations and effort becoming individual and a teacher.
- Appreciate the critical role of teacher in promoting 'self'.

Course outcomes

After the completion of this course content the learners will be able to

- Understand the responsibility as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Develop sensitivity towards social-cultural diversities in making teaching-learning environment conducive/congenial to the learner.
- Be sensitive towards gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- Achieve mental and physical well-being.
- Reflect on one's experiences, aspirations and effort becoming individual and a teacher.
- Understand the critical role of teacher in promoting 'self'




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Course Content

Unit –1: Understanding the Self

- 1.1 Concept of self: Self-concept and self-esteem
- 1.2 SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats for self development
- 1.3 Identification and describing the management of any event related to oneself and other's emotional moment of life
- 1.4 Sharing of case studies by student-teacher, critical analysis of biographies and presentations, group reading and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- 1.5 Group activities involving community participation.
- 1.6 Practicing selected asanas, pranayam, meditation and yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Activities:

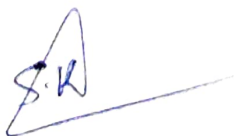
- SWOT analysis in group discussion
- Project work
- Inspirational readings
- Self expression by storytelling, critical analysis of biographies, poetry, painting and creative movement.

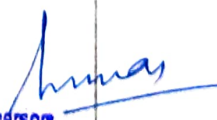
Unit –2: Self Management and Development of Self as Professional

- 2.1 Overview of Stress management
- 2.2 Techniques to cope with stress
- 2.3 Exploring, reflecting and sharing one's on aspirations, dreams, and struggle in becoming a teachers.
- 2.4 Development of Self through Life skills
- 2.6 Professional Ethics of a Teacher
- 2.7 Involvement in Teamwork with Colleagues

Activities:

- Reflect on the stressful/emotional events in life in group
- Power point presentation
- Discussion on various means to cope up with stress in daily life events
- Field visits
- Workshop
- Seminars




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Suggested Readings:

- Agochiya, Devendra (2010). *Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents*, Sage Publications Pvt. Limited, New Delhi
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- Krishnamurti, J. (1998). *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti foundation India.
- Palmer, J. A. (ed) (2001). *Fifty modern thinkers of education*. UK, Routledge Publishers,
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology- Understanding and Addressing Social and Practical Problems* (2nd Edition). New Delhi: Sage Publications Pvt. Limited,
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills* (4th edition), Pearson Education
- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda*. Mayavathi, AdvaitaAshrama.
- Gulati, S., Pant, D.(2012). *Education for values in education-A Framework*, NCRT Publication.



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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Bachelor of Education (B. Ed.)
Semester- IV
Paper -XIV
Code of the Paper- (BOE – 214)
Field Work

Max Marks: 50
External Marks: 40
Marks: 10

Total Inst. hour Per Week: 04
Total Credits Per Week: 04 Internal

Objectives

The paper will enable the students to:

- Sensitize students about the Society
- Acquires themselves with various aspects of Community Work
- Understand the major needs and problems Society
- Observe the functional aspects of various institutions of the Village.
- Understand the working of different agencies in Community

Course outcomes


After the completion of this course content the learners will be able to

- Be Sensitive about the elements and issues of Society
- Acquaint with various aspects of Community Work
- Explore the major needs and problems of Society
- Understand the functional aspects of various institutions of the Village.
- Gain knowledge about working of different agencies in Community

Field Work

- ❖ Social Awareness Camp: Awareness Rally, Nukkad Naatak or any other activity
- ❖ Beautification of any one area of community/village
- ❖ Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- ❖ Health Drive
- ❖ Awareness programme regarding Various Govt. Schemes
- ❖ Socio-metric study of a class consisting of not less than 25 students.
- ❖ Case study of Anganwadi, pre-school centers
- ❖ Survey of play materials and comparing with the socio-cultural set-up





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- ❖ Survey of child rearing practices in different cult
- ❖ Conduct interview with five persons and prepare a report on problems of the village
- ❖ Administration of any two from the followings:
 - Personality test
 - Intelligence test
 - Academic achievement test
 - Creativity test
 - Attitude test
- ❖ Any other work related to Community.



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