

GURU KASHI UNIVERSITY



Bachelor of Education

Session: 2025-26

Faculty of Education

Graduate Attributes of the Programme

Type of learning outcomes	The Learning Outcomes Descriptors
Graduates should be able to	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	integrate foundational educational principles and interdisciplinary pedagogical theories to design and implement diverse, evidence-based teaching strategies.
	critically analyze and adapt instructional approaches to meet the needs of varied learners, fostering inclusive, engaging, and impactful learning environments across multiple educational contexts.
Generic learning outcomes	Demonstrate a strong foundation in theoretical and practical knowledge, applying critical thinking and problem-solving skills to create effective and inclusive learning experiences.
	adapt diverse contexts, communicate effectively, and engage in lifelong learning to enhance their professional growth and societal impact.

Programme Learning outcomes:

Element of the Descriptor	Programme learning outcomes
The graduates will be able to:	
Knowledge and understanding	develop a comprehensive understanding of the impact of professional solutions on societal and environmental contexts.
General, technical and professional skills required to perform and accomplish tasks	apply teacher education knowledge and pedagogy to interdisciplinary courses, developing 21st-century skills to tackle current educational and employment challenges
Application of knowledge and skills	construct well-supported conclusions on complex teacher education problems by critically appraising them using relevant principles and approaches.
Generic learning outcomes	apply appropriate techniques, resources, and modern IT tools, including prediction and modeling to teacher education activities to resolve the difficulties.
Constitutional, humanistic, ethical, and moral values	design solutions for complex teacher education problems, addressing public health, safety, cultural, societal, and environmental considerations.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	apply teacher education knowledge and pedagogy to interdisciplinary courses to tackle current educational and employment challenges.
Credit Requirements	88 Credits
Entry requirements	Eligibility for a B.Ed. program is as per NCTE norms that is a Bachelor's or Master's degree with at least 50% marks from any recognized university from India or Abroad.

SEMESTER – I									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
BED1100	Philosophical Perspectives in Education	Core	4	0	0	4	30	70	100
BED1101	Childhood and Growing Up	Core	4	0	0	4	30	70	100
BED1102	Understanding Discipline and Subject	Compulsory Foundation	3	0	0	3	30	70	100
BED1103	ICT in Education	Skill Based	2	0	0	2	30	70	100
VAC0001	Environment Education	VAC	2	0	0	2	30	70	100
Discipline Elective (Select any one from the following)									
BED1104	Guidance and Counselling	Discipline Elective	3	0	0	3	30	70	100
BED1105	Distance and Open Learning								
BED1106	School Management and Administration								
Pedagogy of School Subject Groups-I and II (Select any two from the following)									
XXX	Pedagogy of Teaching Subject – I	Pedagogical Skill/DE	3	0	0	3	30	70	100
XXX	Pedagogy of Teaching Subject – II		3	0	0	3	30	70	100
Total			24	0	0	24	240	560	800
Pedagogy of School Subject Groups I and II (Select any two from the following)									
BED1107		Pedagogy of English							

BED1108	Pedagogy of Punjabi
BED1109	Pedagogy of Hindi
BED1110	Pedagogy of Social Science
BED1111	Pedagogy of Economics
BED1112	Pedagogy of History
BED1113	Pedagogy of Sociology
BED1114	Pedagogy of Political Science
BED1115	Pedagogy of Commerce
BED1116	Pedagogy of Mathematics
BED1117	Pedagogy of Science
BED1118	Pedagogy of Life Science
BED1119	Pedagogy of Music
BED1120	Pedagogy of Fine Arts
BED1121	Pedagogy of Physical Education
BED1122	Pedagogy of Computer Science

SEMESTER – II									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
BED2150	Learning & Teaching	Core	4	0	0	4	30	70	100
BED2151	Assessment for Learning	Core	4	0	0	4	30	70	100
BED2152	Language Across Curriculum	Core	4	0	0	4	30	70	100
BED2153	Pre-Internship- (4 weeks)	Teaching Skill	0	0	0	4	30	70	100
XXX	Pedagogy of School Subject-I	Pedagogical Skill/DE	3	0	0	3	30	70	100
XXX	Pedagogy of School Subject-II	Pedagogical Skill/DE	3	0	0	3	30	70	100
VAC0002	Human Values and Professional Ethics	VAC	2	0	0	2	30	70	100
Total			20	0	0	24	210	490	700

Pedagogy of School Subject Groups-I and II (Select any two from the following)

BED2154	Pedagogy of English
BED2155	Pedagogy of Punjabi
BED2156	Pedagogy of Hindi
BED2157	Pedagogy of Social Science
BED2158	Pedagogy of Economics
BED2159	Pedagogy of History
BED2160	Pedagogy of Sociology
BED2161	Pedagogy of Political Science
BED2162	Pedagogy of Commerce
BED2163	Pedagogy of Mathematics
BED2164	Pedagogy of Science
BED2165	Pedagogy of Life Science
BED2166	Pedagogy of Music
BED2167	Pedagogy of Fine Art
BED2168	Pedagogy of Physical Education
BED2169	Pedagogy of Computer Science

SEMESTER – III									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
BED3200	School Internship (16 weeks)	Teaching Skill	0	0	0	16	30	70	100
BED3201	Community Enhancement/ Service Learning	Skill Based	0	0	0	4	30	70	100
Total			0	0	0	20	60	140	200

SEMESTER – IV									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
BED4250	Contemporary India & Education	Core	4	0	0	4	30	70	100
BED4251	Gender, School, and Society	Core	4	0	0	4	30	70	100
BED4252	Creating an Inclusive School	Core	4	0	0	4	30	70	100
BED4253	Indian Education	Elective Foundation	2	0	0	2	30	70	100
Discipline Electives (Select any two from the following)									
BED4254	Knowledge and Curriculum	Discipline Elective	3	0	0	3	30	70	100
BED4255	Foundations of Instructional Design								
BED4256	National Concern and Education		3	0	0	3	30	70	100
BED4257	Woman Education								
Total			20	0	0	20	180	420	600
Grand Total			64	0	0	88			

SEMESTER-I

Course Title: Philosophical and Sociological Foundation of Education	L	T	P	Credits

Course Code: BED1100	4	0	0	4
Total Hours: 60				

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. compare the meaning of education in Indian and Western perspectives, analyzing their role in individual and national development.
2. evaluate and differentiate between various facets of knowledge,
3. analyze and discuss the relationship between education and sociology,
4. assess and justify the role of education in cultural transformation, social change, democracy, and global peace.

Course Content

Unit I

16 Hours

Education: meaning, concept- Indian and Western. Types of education- formal, informal and non-formal. Role and functions of education.

Educational Philosophy: meaning, relationship between philosophy and education. Philosophies of Education: Idealism, Naturalism and Pragmatism.

Contribution of Dewey, Rousseau, Tagore and Gandhi in Education.

Unit II

16 Hours

Knowledge- Concept, nature and sources of knowledge. Facets of knowledge, Role of teacher in construction of knowledge.

Values- Concept, Classification of values. Value Education- Role of education for inculcation of values.

Unit III

14 Hours

Education and Sociology: Concept, nature and relationship between.

Agencies of Socialization: Role of family, peer and school. Social mobility and education.

Indian society and education. Nature and aspirations of Indian society. Society as a determinant of aims of education.

National Development and Education: concept, scope and indicators of national development.

Unit IV

14 Hours

Culture: concept, characteristics and its interactions with education.

Social change: concept and factors responsible for social change.

Education and its role in the process of cultural and social change.

Education and Democracy. Education for national and emotional integration.
Education for international understanding and global peace.

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz.

Suggested Readings

- Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.
- Bhatia, K.K. & Narang, C.L. (2008). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors.
- Blake, N.; Smeyers, P; Smith, R. & Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
- Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
- Dewey, J. (1961). *Democracy and Education*. New York: Macmillan Company.
- Goel, A. & Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (2006). *Philosophizing Education*. Kanishka Publishers, New Delhi.
- Sodhi, T.S. & Suri, A. (2006). *Philosophical and Sociological Foundations of Education*. Bawa Publication, Patiala.

Course Title: Childhood and Growing Up	L	T	P	Credits
Course Code: BED1101	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. comprehend the principles and factors affecting growth and development across different childhood and adolescent stages.
2. analyze and compare various dimensions of individual development
3. Evaluate theories of development in educational contexts.
4. implement creative techniques to foster intelligence, creativity, and emotional development in children.

Course Content

Unit I **16 Hours**

Concept of growth and development- principles and factors affecting growth and development, characteristics of childhood and adolescence.
individual Difference. Role of home, school and society in cognitive, affective and connective development
Theories of Development: Concept, Principles and their educational implications, Erickson (Psycho-Social), Piaget (Cognitive).

Unit II **16 Hours**

Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.
Personality: Concept and Theories of Personality (Kretschmar, Jung, Eysenck)
Factors responsible for shaping Personality. Assessment of Personality.

Unit III **14 Hours**

Intelligence: Meaning, Concept and Theories (Howard Gardner's theory of multiple intelligence, Sternberg theory of Intelligence. Guilford's SOI), educational implications, and assessment.
Concept of Emotional Intelligence: Concept, Daniel Goleman's 5 Elements of EQ.

Unit IV **14 Hours**

Exceptional Children: Concept, Types, Challenges and their educational provisions.
Creativity: Concept, methods of fostering creativity, Identification of creative children. Techniques to develop creativity: Mind Mapping, brain storming, Scamper, Free Writing, Problem solving, Group discussion.

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz.

Suggested Readings

- Virk, J.K., Gill, R., Vats, A. (2022). *Childhood and Growing Up. Twenty first century Publication.*
- Meece, J S ECCLES, J. L (2010). *Hand book of research on 12 School, Schooling and Human development New York, Routledge.*
- Santrock. J.W (2007). *Adolescence, Tata McGraw Hill Publishing Company NewYork.*
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach. Tata M. GrawHill Publishing Company New York.*
- Santrock. J.W (2006). *Child Development, Tata McGraw Hill Publishing Company New York.*
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach. Tata M. GrawHill Publishing Company New York.*
- Santrock. J.W(2006). *Child Development, Tata McGrawHill Publishing Company New York.*

Course Title: Understanding Discipline and Subject	L	T	P	Credits
Course Code: BED1102	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. comprehend the concept of language development and its role in constructing reality and experience across the curriculum.
2. differentiate between concepts and constructs in language, evaluating the appropriateness of textbook language across different educational levels.
3. apply strategies to develop oracy skills—listening, speaking, reading, and writing—by understanding their cognitive foundations.
4. evaluate the role of language in schools, homes, and social contexts, distinguishing between language as a subject and as a medium of learning.

Course Content

Unit I

8 Hours

Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses, Core ideas of Developing Discipline: Meaning and organization.

Unit II

7 Hours

Nature, importance and historical perspective of various school courses Changes in school courses in terms of social, political and intellectual context.

Curriculum: Concept, principles of curriculum construction for different courses

Unit III

7 Hours

Relationship between academic disciplines and school courses, effects on curriculum framework.

Unit IV

8 Hours

Meaning of inter disciplinary, multi-disciplinary, trans disciplinary approach to education and its effects on school courses. Theory of content for selection of school course in curriculum

Transactional Mode

Video Based Teaching, Cooperative Teaching, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum- Demonstration, Seminars.

Suggested Readings

- Makol Rajesh & Lalita Makol (2021). *Understanding Discipline and Subjects*, Rakhi Prakshan.
- Debra H. Martin, H. Pam C., and Lingard, B. (2007). *Teachers and Schooling: making a difference*. Australia: Allen and Unwin.
- Gardner, H. (2007). *Creating Minds*. New York: Basic Books.
- Nodding's, N. (2007). *Critical Lessons: What our schools should teach*. Cambridge University Press.
- Prnstein, Allen C., Edward F.P. & Stace B.O. (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Bruner, J.S. (2006). *In Search of Pedagogy, Vol-I & II, (he selected works)*, Lonson: Routledge.
- NCERT (2005). *National Curriculum Framework*. New Delhi.

Course Title: ICT in Education	L	T	P	Credits
Course Code: BED1103	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. evaluate the role of ICT and challenges in the teaching-learning process.
2. apply theoretical frameworks like Constructivism for ICT integration.
3. design ICT-enabled innovative teaching strategies for personalized learning.
4. assess digital content using multimedia tools for enhancing educational engagement and learning outcomes.

Course Content

Unit I

8 Hours

ICT: concept, characteristics and importance, Role of information technology in teaching-learning process, Challenges of integrating ICT in school education

Unit II

7 Hours

New trends in ICT: Smart classroom, online resources in learning, ICT applications to transact, evaluate, demonstrate and interact.

Activities

- (i) Prepare your CV using computer and get its print out.
- (ii) Use an interactive white board and write a report.

Unit III

8 Hours

Innovative Approaches to ICT-Enabled Teaching and Learning: Flipped classroom and blended learning models - Inquiry-based learning and project-based learning with ICT - Collaborative learning and online collaboration tools- Personalized learning and adaptive technologies.

Unit IV

7 Hours

Digital Content Creation and Multimedia Integration: Social Media handles, Blogging, Creating and curating digital resources for instruction - Multimedia presentations and interactive multimedia tools - Video creation and editing for educational purposes.

Artificial Intelligence: Concept, important and Contemporary AI tools.

Activities

- (i) Prepare a power point presentation for secondary school students.
- (ii) Prepare a video for educational purposes.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Vibha Goyal (2023). *Educational Technology and ICT: Vinod Publication.*
- Gullybaba.com Panel (2022). *Educational Technology: Gullybaba Publishing House.*
- Shweta Agrawal (2021). *Computer and ICT in Education: Blue Rose Publishers.*
- Khan, N. (2004). *Educational Technology. New Delhi: Rajat Publications.*
- Mehra, V. (2004). *Educational Technology. New Delhi: S.S. Publishers.*
- Abbott, C. (2001). *ICT: Changing Education. UK: Psychology Press.*

Course Title: Environment Education	L	T	P	Credits
Course Code: VAC0001	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define concepts like biodiversity, pollution, and sustainable development.
2. discuss various environmental issues and their impacts on ecosystems, agriculture, health, and urban infrastructure.
3. analyze the role of indigenous knowledge in climate change adaptation.
4. assess the effectiveness of environmental laws, regulations, and international organizations in addressing global environmental challenges and promoting sustainable development.

Course Content

Unit I

8 Hours

Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

Population growth and natural resource exploitation; Global environmental change. Environmental Ethics and emergence of environmentalism. Sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.

Unit II

7 Hours

Biodiversity as a natural resource; Levels and types. Biodiversity in India and the world.

Pollution: Types of Pollution- air, noise, water, soil, thermal, solid waste, hazardous waste; transboundary air pollution; acid rain; smog. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact.

Global change: Ozone layer depletion; Natural Disasters – Natural and Man-made (Anthropogenic).

Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability.

Unit III

8 Hours

Climate change: natural variations in climate due to greenhouse gas emission- past, present & future. Impacts, vulnerability and adaptation to climate change: Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests, natural ecosystems, animal species, agriculture, health, urban infrastructure; the concept of vulnerability and its assessment; Adaptation vs. resilience; Climate-resilient development; Indigenous knowledge for adaptation to climate change.

Unit IV**7 Hours**

Introduction to environmental laws and regulation: Article 48A, Article 51A (g) and other environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control. United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Chahal, M. K. (2024). *Environmental Science and Hazards Management (Ecology and Risk Management)*, ISBN:978-93-6440-586-7.
- Baskar, S. and Baskar, R. (2009). *Natural Disasters (Earth's Processes & Geological Hazards)*, ISBN: 978-81-7806-168-9.
- Tiefenbacher, J (ed.) (2022), *Environmental Management - Pollution, Habitat, Ecology, and Sustainability*, Intech Open, London. 10.5772/
- Kanchi Kohli and Manju Menon (2021) *Development of Environment Laws in India*, Cambridge University Press.
- Bhagwat, Shonil (Editor) (2018) *Conservation and Development in India: Reimagining Wilderness*, Earthscan Conservation and Development, Routledge.
- Manahan, S.E. (2022). *Environmental Chemistry (11th ed.)*. CRC Press. <https://doi.org/10.1201/9781003096238>.
- William P. Cunningham and Mary A. (2015) *Cunningham Environmental Science: A Global Concern*, Publisher (Mc-Graw Hill, USA)
- Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>
- Theodore, M. K. and Theodore, Louis (2021) *Introduction to Environmental Management*, 2nd Edition. CRC Press.
- Ministry of Environment, Forest and Climate Change (2019) *A Handbook on International Environment Conventions & Programmes*. <https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf>

Course Title: Guidance and Counselling	L	T	P	Credits
Course Code: BED1104	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. comprehend the dimensions of guidance
2. compare different counselling approaches while assessing the organization of guidance and counselling services at the secondary level.
3. assess the roles of counsellors and teachers, identifying major barriers in the counselling process and common student problems at the secondary level.
4. utilize quantitative and qualitative techniques for understanding individuals

Course Content

Unit I

12 Hours

Guidance: Meaning, need, principles, aims and objectives and scope of Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques, new trends and demands in the field of Guidance

Unit II

12 Hours

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to counselling, counselling interview Minimum programs and organization of guidance and counselling services at secondary level.

Unit III

11 Hours

Role of Counsellor, and teachers in guidance, difference between guidance & counselling. Major areas and barriers in understanding process, common problems of students at secondary level.

Unit IV

10 Hours

Techniques of understanding an individual: Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests), Qualitative techniques: (Cumulative Record Cards / Rating Scales/Sociometry), Job Analysis: Meaning, functions and methods

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Uma Sinha (2022). *Guidance and Counselling: JTS Publications Vijay Park New Delhi.*
- Rajesh Jangra (2022). *Guidance and Counselling: Laxmi Publication.*
- Rakheebrita Biswas, Aabriti Sharma (2021). *Guidance and Counselling: Aaheli Publishers.*
- David Capuzzi and Doug Gross (2020). *Introduction to the Counseling Profession: Cognella Inc.*
- Samuel T. Gladding, Promila Batra (2020). *Counseling A Comprehensive Profession: Pearson Publication.*
- Kenneth C. Uzoeshi (2017). *Guidance and Counseling: Foundations and Practice. Lulu.com*
- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot.*
- Robinson (2005). *Principles and Procedures in Student Counselling. New York: Harper Row.*
- Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance. New Delhi: Pearson Education.*
- Safaya, B.N. (2002). *Guidance Counseling. Chandigarh: Abhishek Publications.*
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling. New Delhi: Sarup and Sons.*
- Bhatia, K.K. (2002). *Principles of guidance and counseling. Ludhiana: Kalyani Publishers.*
- Jones, R.N. (2000). *Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications*

Course Title: Distance and Open Learning	L	T	P	Credits
Course Code: BED1105	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. evaluate teaching in the light of open and distance education
2. outline various roles and responsibilities of the teacher and students in distance and open learning
3. justify the use of technological applications in open and distance learning
4. critically analyze the evaluation and assessment process in distance learning

Course Content

Unit I

12 Hours

Distance and Open learning: Concept, History, Need, Scope and Barriers in distance and open learning. Various Modes and Models of Distance Education, Distance Education in the light of NEP 2020.

Unit II

12 Hours

Student Support Services in Distance Education, Role of teacher and students in distance and open learning. Differences Between Face-To-Face Education and Open Distance Learning.

Unit III

11 Hours

Applications of Educational Technology in Open and Distance Learning, Open Education Resources, e-inclusion and application of assistive technology in e-learning.

Unit IV

10 Hours

Evaluation and assessment: Concept, need and importance, Formative and Summative assessment in distance education. Tools of Assessment and Evaluation in Distance Education.

Transactional Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem-solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Katie Novak and Catlin Tucker (2021). *UDL and Blended Learning: Thriving in Flexible Learning Landscapes*.
- Zhadko, O. & Ko, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.

- *Fred Lockwood (2017). Open and Distance Learning Today: Routledge Publication.*
- *Madhulika Sharma (2016). Distance and Open Learning: Kanishka Publishers.*
- *Popenici, S (2015). Deceptive promises: the meaning of MOOCs- hype for higher education. In E McKay and J Lenarcic (Eds.), Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future. Hershey, USA: IGI Global*
- *Kumar, S. (2010). Open and Distance Education. Straight Forward Publication Pvt. Ltd.*

Course Title: School Management and Administration	L	T	P	Credits
Course Code: BED1106	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. assess the role of school organization, administration, and institutional planning, in effective school management.
2. analyze leadership development strategies for teachers and students,
3. assess and recommend strategies for maintaining discipline in schools,
4. organize the maintenance of school records and registers, planning and executing co-curricular activities for holistic student development.

Course Content

Unit I

12 Hours

School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.

School Plant: Importance, Essential characteristics, selection of site and Maintenance of different School Components.

Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

Unit II

11 Hours

Leadership: Concept, Types, Need & Development of Leadership Qualities among teachers and students.

School Time Table: Importance, types and principles of time table construction.

Unit III

11 Hours

Discipline: Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators.

Unit IV

10 Hours

School Records and Registers: Importance, types and essential requirements and maintenance of school records. Co-curricular Activities: Meaning, importance, principles of organizing co- curricular Activities-Morning Assembly, NSS/NCC, Fieldtrips

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Lokman Ali (2021). *Educational Administration and Management (Supervision, Planning and Finance)*, Global Net Publication.
- Sanjay Kumar (2021). *Educational management, Administration and leadership*: Anu Books.
- R.A. Sharma (2019). *Educational Administration and Management*: Anu Books Publisher.
- Shamshir Singh Dhillon (2019). *Educational Administration: Management and Leadership*. Gyan Geeta Prakashan.
- Sonia Goel (2017). *School Leadership and Management*: Paragon International Publishers.
- Sharma, S. (2005). *School management and Administration*. Patiala: Shaheed-E-Azam printing press.
- Sodhi, T.S. & Suri, Anaina (2002). *Management of school education*. Patiala: Bawa publication.
- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication

Course Title: Pedagogy of English	L	T	P	Credits
Course Code: BED1107	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define language and explain the historical development, functions, and the role of English as a second language in the Indian context.
2. describe the aspects of English language teaching, including oracy, reading, writing, and their importance in enhancing language proficiency.
3. apply various methods of teaching English, in different classroom contexts.
4. assess the effectiveness of language course books, libraries, and language labs in developing reading habits and enhancing English language skills among students.

Course Content

Unit I

12 Hours

Introduction to language –Meaning, historical development and functions, English as a second language in Indian Context.

Objectives, Principles (Linguistic and General), Maxims of Teaching English, Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.

Unit II

12 Hours

Aspect of English Language – Concept and Importance of Oracy.

Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus.

Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.

Unit III

11 Hours

Language Course Book-Importance, Characteristics and Review

Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.

Language Curriculum-Meaning, Importance and Principles of Curriculum Construction. Importance of Language lab in teaching English language.

Unit IV

10 Hours

Methods of Teaching English Language: Grammar Translation Method, Bilingual Method, Direct Method. Structural Approach, Situational Approach, Communicative Method.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *AIELTA-Voices-Journal-London Bala Subramanyan T. Introduction to phonetics for Indian students MacMillan Publication Hyderabad*
- *Bansal R.K -Outlines of phonetics -CIEFL Hyderabad Bauruah. T.C,A hand book of English language teacher- Himalaya Publication, Calcutta.*
- *Bhatia & Bhatia-Methods of teaching English, ELT- (journal) ELTAI- Chennai. English language teaching –Journal London (ELT J).*
- *Essentials of grammar and composition in Glen Leggett C. David Mead, William Charvat Prentice Hall of India.*
- *Stern H. H. –History of teaching of English –Oxford university press*
- *London Strengthen in your English in Bhaskaran and Horsburgh Oxford University Press*

Course Title: Pedagogy of Punjabi	L	T	P	Credits
Course Code: BED1108	3	0	0	3

45 ਘੰਟੇ

ਕੋਰਸ ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ: ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਸਿਖਿਆਰਥੀ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋਵੇਗਾ

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੈਸਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
3. ਉਚਾਰਨ ਸਬੰਧੀ ਤੁਰੰਤੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
4. ਪਾਠਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂੰ ਹੋਣਗੇ।
5. ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨੇ।

ਕੋਰਸ ਸਮੱਗਰੀ

ਭਾਗ - ਓ

12 ਘੰਟੇ

ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।

ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।

ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ।

ਭਾਗ - ਅ

11 ਘੰਟੇ

ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।

ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਦੇ ਕਿਰਿਆਵਾਂ)

ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੈਨ ਪਾਠ ਦਾ ਮਹੱਤਵ, ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਭਾਗ - ਏ

12 ਘੰਟੇ

ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।

ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ, ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੂਚੀਆ ਦਾ ਵਿਕਾਸ।

ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ ਦਾ ਅਰਥ ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਭਾਗ - ਸ

10 ਘੰਟੇ

ਵਚਨ ਬੋਧ, ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ, ਦੇ ਨਿਯਮ।

ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ, ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ, ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁਤ ਅਰਥਕ ਸ਼ਬਦ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰਿਵਿਊ, ਸੈਮੀਨਰ, ਸਮੱਸਿਆ ਹੱਲ ਵਿਧੀ, ਸੰਵਾਦ ਵਿਧੀ : ਸਮੂਹਿਕ ਸਿਖਲਾਈ ਵਿਧੀ. ਪੀ. ਪੀ ਦੀ, ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ ਵਿਧੀ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ ਹਰਕੀਰਤ (18) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਪਟਿਆਲਾ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
- ਸਿੰਘ ਹਰਕੀਰਤ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ
- ਸਿੰਘ ਜੀ ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ ਤੀਰਥ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ ਜੀ ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ।
- ਸਿੰਘ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ
- ਸੰਘਾ . ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਜਲੰਧਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।
- ਜਸਵੰਤ ਸਿੰਘ 2012 ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਮਿਲੀ ਕਿਉਂ ਲੋਕ ਕੰਪਨੀ ਜਲੰਧਰ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰਕਮਲ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਲਖਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਯਰਨ ਅਤੇ ਬਣਤਰ ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

Course Title: Pedagogy of Hindi	L	T	P	Credits
Course Code: BED1109	3	0	0	3

Total Hours: 45

कोर्स के सीखने के परिणाम: इस पाठ्यक्रम के पूरा होने के बाद, छात्र निम्नलिखित करने में सक्षम होगा:

1. विद्यार्थी हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
2. विद्यार्थी हिंदी भाषा के सिद्धांत और सूत्र समझ सकेंगे
3. विद्यार्थी हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
4. विद्यार्थी पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे

इकाई -I

12 घंटे

हिंदी भाषा की प्रकृति महत्व और उद्देश्य
भाषा शिक्षण का अर्थ महत्व एवं उद्देश्य।
देवनागरी लिपि की विशेषताएँ तथा सीमाएँ।
हिंदी भाषा अधिगम के सामान्य सिद्धांत और सूत्र।

इकाई -II

11 घंटे

श्रवण कौशल के उद्देश्य प्रकार और शैक्षिक गतिविधियाँ।
मौखिक अभिव्यक्ति कौशल के उद्देश्य विकास की प्रक्रियाएँ और मौखिक अभिव्यक्ति संबंधी त्रुटियाँ का निवारण

इकाई -III

12 घंटे

पठन कौशल के उद्देश्य प्रकार पठन रूचि का विकास पठन संबंधी त्रुटियों का निवारण।
लिखित अभिव्यक्ति कौशल के उद्देश्य प्रकार विकास प्रक्रियाएँ और लिखित संबंधी त्रुटियों का निवारण।

इकाई -IV

10 घंटे

शिक्षण सहायक सामग्री अर्थ, महत्व एवं प्रकार
पुस्तकालय का अर्थ, महत्व और विशेषताएँ
भाषा शिक्षण के गुण और दोष

सुझाई गई पठन सामग्री

- जीत, योगेन्द्रभाई (1972) हिन्दीशिक्षणआगरा: विनोद पुस्तक मंदिर
- खन्ना, ज्योति (2006) हिन्दीशिक्षण नईदिल्ली: धनपत राय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि, किताब घर, जालन्धर, पंजाब
- भाटिया के.के औरनारंग, सी. एल (1989) आधुनिक हिन्दी विधियाँ प्रकाश पब्लिशर ब्रदर्स बराड़
- सर्वजीतकौर (2009) कल्याणी प्रकाशन नईदिल्ली
- सिंह सावित्री (1997) हिन्दी शिक्षण लायल बुक डिपो मेरठ
- चौधरी नंद किशोर (2009) हिन्दी शिक्षण गुरुसर सुधार पब्लिकेशन सुधार
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दीभाषा की शिक्षणविधि पटना
- शर्मा, ज्योतिभ नोट हिन्दीशिक्षण पुस्तकसदन टण्डन पब्लिकेशन लुधियाना:

Course Title: Pedagogy of Social Science	L	T	P	Credits
Course Code: BED1110	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define Social Studies, its nature, importance, and distinguish between Social Studies and Social Sciences.
2. analyze the interdisciplinary nature of Social Studies and its relationship with subjects like Mathematics, Language, Sciences, and Art.
3. utilize various teaching approaches in planning social science projects, field trips, and classroom activities.

4. assess the effectiveness of Social Studies textbooks, curriculum, library resources, and Social Studies rooms in enhancing learning experiences for students.

Course Content

Unit I

12 Hours

Social Studies: Concept, Nature, Importance. Aims of teaching Social Studies
Difference between Social Studies and Social Sciences.

Relationship of Social Studies with other subjects,

- a) Social Studies and Mathematics
- b) Social Studies and Language
- c) Social Studies and Sciences
- d) Social Studies and Art

Aims and Objectives of teaching Social Studies at middle and secondary school level with reference to Bloom's Taxonomy.

Unit II

12 Hours

Concept, scope, and importance of teaching social science. Inter-disciplinarily nature of social science. Objectives of Teaching Social Sciences according to NCF 2005. Instructional Objectives- Bloom and Loraine Anderson.

Unit III

11 Hours

Social science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation. Social Science club- meaning, importance, objectives, organization and activities.

Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations

Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Unit IV

10 Hours

Social Studies Text Book- Meaning, Features (of good text book), and Importance (For teacher and students), Characteristics and Review.

Library-Importance, Management of Library, Library resources for teaching social sciences.

Social Studies Curriculum-Meaning, Importance and Principles of Curriculum Construction.

Social Studies Room: Need and Importance, Equipment required, and management of the room.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.
- Kochhar, S.K. (1999). *The Teaching of History: Bangalore sterling Publisher Pvt. Ltd.*
- Kochhar, S. K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company.

Course Title: Pedagogy of Economics	L	T	P	Credits
Course Code: BED1111	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define the basics of economics, including its meaning, importance, resources, economic activities.
2. explain the interdisciplinary nature, scope, and importance of Economics.

3. apply various teaching methods and modern techniques to enhance economics teaching.
4. assess the effectiveness of the economics curriculum, library resources, and evaluation.

Course Content

Unit I

12 Hours

Basics of economics-meaning. Importance, resources and economic activities. Historical development of Economics as a school Course, Nature, scope and importance of Economics. Inter-disciplinarily nature of Economics. Objectives of Teaching Economics according to NCF 2005. Instructional Objectives- Bloom and Loraine Anderson. Sectors of Indian Economy - Agriculture and National Economy – Poverty as challenge.

Unit II

12 Hours

Methods of teaching

(a) Lecture Method (b) Source Method (c) Discussion Method (d) Problem Method (e) Project Method (f) Survey Method

Modern techniques and Devices: (a) Assignment (b) Seminars (c) Symposium (d) Dramatization (e) Illustration

(f) Questioning (g) Socio-metric technique

Unit III

11 Hours

Experiential learning –meaning, phases, and implications (David Kolb). Interactive verbal learning- meaning, phases, and implications. Strategies –co-operative learning - “learning together model”- steps and implications.

Unit IV

10 Hours

Economics Curriculum-Meaning, Importance and Principles of Curriculum Construction.

Library-Importance, Management of Library, Library resources for teaching Economics.

Concept, importance and tools of Evaluation, Open-book tests: Strength and limitations Construction of an Achievement test in Economics and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics* Ludhiana: Kalyani Publishers.
- Kanwar, Kegan Paul. Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Meerut: R. Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.
- Singh, Tirath, Arjinder; Pargat Singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

Course Title: Pedagogy of History	L	T	P	Credits
Course Code: BED1112	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define meaning and importance of history.
2. explain various teaching methods and techniques in history.
3. implement various strategies to enhance students' understanding of historical concepts.
4. assess the effectiveness of history curriculum, resource rooms, and evaluation tools.

Course Content

Unit I

12 Hours

Basics of History -meaning. Importance, resources and Historical activities. Development of History as a school Course, Nature, scope and importance of teaching History.

Co-relation of History with Art, Literature, Geography, Economics, Civics, and Science. Concept, scope, and importance of teaching History. Aims and Objectives of teaching History at middle and secondary school level with reference to Bloom's Taxonomy.

Unit II

12 Hours

Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Project method. Cooperative learning Method.

Devices and Techniques of Teaching: Narration, Explanation, Dramatization, Description, and Field Trips.

Problems in exploring true historical facts and genuine records. Role of Museums and monuments in teaching and learning history.

Unit III

11 Hours

Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations.

Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

History Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

History club- meaning, importance, objectives, organization and activities

History Quiz- Importance and organization-steps

Unit IV

10 Hours

History Curriculum-Meaning, Importance and Principles of Curriculum Construction.

History Resource room- Importance and organization, activities organized in resource room.

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations. Construction of an Achievement test in History and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Dash, B.N. (2006). *Teaching of History*. Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Pathak, S.P. (2007). *Teaching of History*, Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*, R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*, A. P. H. New Delhi.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi.

Course Title: Pedagogy of Sociology	L	T	P	Credits
Course Code: BED1113	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explore the relationship of Sociology with other subjects.
2. analyze need and importance of teaching & learning of Sociology as a course
3. use appropriate skills, techniques and strategies of teaching of Sociology
4. critically evaluate the Sociology unit plans and lesson plans on various topics

Course Content

Unit I **12 Hours**

Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization. Social Institutions – Marriage, Family, Kinship
Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige. Social Process: Conflict, accommodation, assimilation
Brief Contributions of Social Thinkers: Shri Guru Nanak Dev ji, S.C. Dube, M. N. Srinivas, Mahatma Gandhi

Unit II **12 Hours**

Meaning, nature, scope and importance of sociology in modern context. Relation of Sociology with other Social Sciences: Political Science, History, Psychology and Geography Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

Unit III **11 Hours**

Methods of teaching
(a) Lecture Method (b) Source Method (c) Discussion Method (d) Problem Method
(e) Project Method (f) Survey Method
Modern techniques and Devices: (a) Assignment (b) Seminars (c) Symposium
(d) Dramatization (e) Illustration
(f) Questioning (g) Socio-metric technique
Sociology text-book as teaching learning material - importance and qualities, Supplementary material: Magazines. Journals Newspapers, reference books, Text Book

Unit IV **10 Hours**

Unit Plan: Need, importance and steps of writing it in teaching of Sociology Use of lesson plan in teaching of sociology
Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs and Use of AI in making teaching aids

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Bottomors, T.B. (1975). *Introduction to Sociology Bombay: Blackie and Dans.*
- Dharma, R.N. (2001).
- Samajshastra Ka Sidhant New Delhi: Atlantic Publishers. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties.* London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology* Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles* New Delhi: S.C. Chand and Company Ltd.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science.* New Delhi: Anmol Publications Pvt. Ltd.

Course Title: Pedagogy of Political Science	L	T	P	Credits
Course Code: BED1114	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explore the relationship of Political Science with other subjects.
2. analyze need and importance of teaching & learning of Political Science as a course
3. use appropriate skills, techniques and strategies of teaching of Political Science
4. critically evaluate the Political Science unit plans and lesson plans on various topics

Course Content

Unit I

12 Hours

Constitution-constituent assembly, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen. Indian constitution: Preamble, features and structure of parliament and judiciary.

Unit II

12 Hours

Meaning, Nature, Scope and importance of Political Science as a Course. Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.

Aims and objectives of Teaching of Political Science in general at Senior Secondary level.

Criteria for framing objectives of Teaching of Political Science.

Difference between Objectives and aims of teaching of Political Science. Recent trends in Political Science.

Unit III

11 Hours

Lecture method - Discussion method - Inductive-deductive method

- Survey - Analytical method / - Project method - Problem solving method, Review

- Field work – interview. Concept of Formative and summative Evaluation.

Unit IV

10 Hours

Unit Plan: Need, importance and steps of writing it in teaching of Political Science

Use of lesson plan in teaching of Political Science.

Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, T.V. films, computer, radio, maps, globe, graphs.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005*
- *Faria, B.L., Indian Political System. Kashyap, Subash, Indian Constitutions.*
- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.*

- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962

Course Title: Pedagogy of Commerce	L	T	P	Credits
Course Code: BED1115	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explore the relationship of Commerce with other subjects.
2. analyze need and importance of teaching & learning of Commerce as a course
3. use appropriate skills, techniques and strategies of teaching of Commerce
4. critically evaluate the Commerce unit plans and lesson plans on various topics

Course Content

Unit I

12 Hours

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; Applicability; contemporary issues in Business (concepts only).

Unit II

12 Hours

Meaning and Importance of commerce Meaning of commerce, Correlation of Commerce with Economics, Math, Geography, Social Science. Importance of Commerce in School Curriculum and in daily life. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives, revised Anderson's objectives and Objectives according to NCERT. Writing of Instructional objectives in Behavioral terms.

Unit III

11 Hours

Lecture method - Discussion method - Inductive-deductive method- Survey and Market studies - Analytical method / Single Commodity analysis method - Project method - Problem solving method Laboratory Method Techniques – Review - Field work – interview

Unit IV

10 Hours

Unit designing and Lesson Designing- Meaning, Importance, steps, format and advantages.

Difference between Unit Plan and Lesson Plan Various approaches to Lesson Designing the Herbartian approach (Herbert), Evaluation approach (Blooms), The Project approach (Kilpatrick) Assessment in Teaching Commerce Achievement test- Characteristics-objectivity, reliability, validity and practicability-forms of test items-multiple choice type-short answer type and essay type, construction of objectives based test items in commerce.Unit test-importance-steps, construction and uses. Remedial teaching in commerce critical analysis of commerce question papers.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach (2nd ed)* UP: Vikas Publishing House Pvt. Ltd.

- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation.
- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing

Course Title: Pedagogy of Mathematics	L	T	P	Credits
Course Code: BED1116	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define nature and historical development of mathematics.
2. explain the aims and objectives of teaching various branches of mathematics.
3. apply different teaching methods and techniques to enhance mathematics learning.
4. assess the effectiveness of the mathematics curriculum, library resources, and evaluation tools.

Course Content

Unit I

12 Hours

Meaning of Mathematics, history of Mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata Ramanujan Nature of mathematics, relationship with other courses, values of teaching

Unit II

12 Hours

Objectives of teaching mathematics at secondary school stage Revised Bloom's taxonomy of instructional objectives – specifications; task analysis. Aims and objectives of teaching mathematics - Aims of teaching mathematics –disciplinary, utilitarian, cultural, social and recreational -Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate Geometry - Anderson's revised Bloom's taxonomy of instructional objectives – specifications; task analysis

Unit III

11 Hours

Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods; Techniques of learning mathematics – Problem solving technique, Oral work and written work, Drill.

Unit IV

10 Hours

Mathematics Curriculum-Meaning, Importance and Principles of Curriculum Construction.

Library-Importance, Management of Library, Library resources for teaching Mathematics.

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations Construction of an Achievement test in Mathematics.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.*
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics. Panipat: M/s N.M. Publishers.*
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing*

- *Mathematics Laboratory in Schools. New Delhi: NCERT.*
- *Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya BookDepot*
- *Banga, Chaman Lal (2012). Teaching of Mathematics, Shipra*
- *James, Anice (2005). Teaching of Mathematics, Neelkamal*

Course Title: Pedagogy of Science	L	T	P	Credits
Course Code: BED1117	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define science, and its correlation with other subjects.
2. explore various teaching methods and approaches in science education.
3. develop instructional objectives for teaching science using Bloom's Taxonomy.
4. evaluate the effectiveness of science curriculum, instructional resources, and evaluation tools.

Course Content

Unit I

12 Hours

Meaning and Importance of Science, Correlation of Science with Arts, Math, Social Science. Importance of Science in School Curriculum and in daily life. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives, revised Anderson's objectives and Objectives according to NCERT. Writing of Instructional objectives in Behavioral terms.

Unit II

12 Hours

Meaning and Nature of Physical Science-Nature, process, Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method,
b) Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach. Heuristic approach.
c) Scientific Attitude and its development.

Unit III

11 Hours

Collaborative approach-meaning, steps-problem, formation of groups, sharing of ideas, teacher facilitates and learning evidence and feedback -Inquiry Approach and Problem-solving approach (Maier) -meaning, procedure and advantages.
Instructional resources in Science: Meaning, importance, classification,
b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
c) E-learning: concept, and use of e-books and e-journals in science.

Unit IV

10 Hours

Science Curriculum-Meaning, Importance and Principles of Curriculum Construction.
Library-Importance, Management of Library, Library resources for teaching Science.
Concept, importance and tools of Evaluation, Open-book tests: Strength and limitations Construction of an Achievement test in science and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture -cum- Demonstration

Suggested Readings

- Gerg, K.K.; Singh, Raghuvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli, V.K. (2006). *How to Teach Science Ambala: Vivek Publication*
- Sharma, R.C. (2010). *Modern Science Teaching New Delhi: Dhanpat Rai Pub. Co.*
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private Limited.*
- Davar, M. (2012). *Teaching of Science. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO*
- Joshi S.R. (2007). *Teaching of Science. New Delhi: APH Publishing Corporation*

Course Title: Pedagogy of Life Science	L	T	P	Credits
Course Code: BED1118	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the structure, functions, and differences between plant and animal cells, including cell organelles, osmosis, diffusion, and related experiments.
2. describe the classification of microbes, their beneficial and harmful roles, and common microbial diseases.
3. apply various approaches and methods of teaching Biological Science, for enhancing learning.

4. analyze the principles of curriculum construction, assessment techniques, and the role of evaluation in Biological Science education.

Course Content

Unit I

12 Hours

Study of cells – meaning, structure and functions of cell and its organelles, plant and animal cell and their differences, osmosis, Experiments on osmosis and diffusion. Food and its constituents – meaning of food, constituents and their sources, functions of different food constituents and their deficiency disorders. The world of microbes- classification of microbes, useful and harmful microbes, and microbial diseases.

Unit II

12 Hours

Meaning and importance of biological science. Branches of Biological science. Scientific method –meaning, importance and its steps. Scientific Attitude- meaning, characteristics and inculcation of Scientific Attitude. Aims and Objectives of teaching Biological Science, Blooms Taxonomy of educational objectives, revised Bloom’s taxonomy, instructional objectives and criteria for writing instructional objectives.

Unit III

11 Hours

Approaches of teaching Biological Science: meaning, importance and steps of inductive-deductive approach, structural and functional approach, type species approach, critical inquiry approach and problem-solving approach. Methods of Teaching Biological Science- meaning, importance and steps of Lecture cum Demonstration method and Project method. Introduction to innovative teaching and learning methods- meaning and importance of Assignments, Discussion, Team teaching, Brain storming, Concept mapping, Co-operative and Collaborative learning, Experiential learning and Constructive learning.

Unit IV

10 Hours

Life Science Curriculum-Meaning, Importance and Principles of Curriculum Construction. Library-Importance, Management of Library, Library resources for teaching Science. Unit Test: meaning, importance, steps of construction. Evaluation-meaning, types, Achievement test in Biological Science. Continuous and Comprehensive Evaluation (CCE) in Biological Science.

Transactional Mode

Video-based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture-cum- Demonstration

Suggested Readings

- Agarwal, D.D, *Modern methods of Teaching Biology: Saruk & Sons' Publication New Delhi, 2004.*
- Bhar, Suraj Prakash *teacher training lotus press, New Delhi, 2006.*
- Choudhary S, *teaching of biology APH Publishing Corporation, New Delhi, 2010.*
- Singh, Veena *Teaching of Biology, Adhyanyan Publishers & Distributors, New Delhi, 2007.*

Course Title: Pedagogy of Music	L	T	P	Credits
Course Code: BED1119	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. trace the historical development of music and musical instruments from ancient to modern times and explain their significance in daily life.
2. apply various methods of teaching music and establish connections between music and other fine arts and educational courses.
3. demonstrate knowledge of specified Talas, parts of musical instruments, and effective music room settings for vocal and instrumental learning.
4. analyze the principles of music curriculum construction and assessment.

Course Content

Unit I

12 Hours

Historical development of Music and Musical instruments from ancient times to Modern Times; Aims & objectives of teaching of music, importance of Music in daily life. Relationship of music with other Fine arts subjects.

Unit II

12 Hours

Methods of teaching music Relationship of music with other Courses. Voice-culture & larynx. Indian Classical and light Music in educational institutions – Its importance, popularization.

Unit III

11 Hours

Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.

Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

Settings of Music Room: (Vocal and Instrumental), Need, Importance, Instruments required.

Unit IV

10 Hours

Music Curriculum construction Indian Classical Music in educational institutions – Its importance, popularization.

Evaluation in Music: Theory and Practical

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Khanna, Jyoti (2012). Sangeet Adhyapan. Ludhiana: Tandon Publications.*
- *Saryu Kalekar - Teaching of Music*
- *Panna Lal Madare - Teaching of Music. Madan*
- *P.L. – Teachig of Music. Awasthi, G.C.- Teaching of Music*
- *Garg, P.L. – Sangeet Karlaya Hathras: Sangeet Visharad*
- *Srivastava, G.C. – Tabla Vadan, Part-1 and Part-2*

Course Title: Pedagogy of Fine Arts	L	T	P	Credits
Course Code: BED1120	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explicate the concept and correlation with other school subjects.
2. demonstrate effective organization of art rooms, conduct exhibitions, competitions, and utilize art criticism and aesthetic judgment in evaluating art objects.
3. apply various teaching methods and techniques to promote creativity and free expression in Fine Arts.
4. analyze the principles of Fine Arts curriculum construction and evaluation.

Course Content

Unit I 12 Hours

Art: Concept, Importance and Scope/different forms of Art, Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life. Principles of teaching Fine Arts. Significance of Fine Arts & its correlation with other school subjects.

Unit II 12 Hours

Importance of Exhibitions & Competitions in encouraging creative Expressions among Students. Importance of Art Room - its organization and various requirements, Art criticism and aesthetic judgment in evaluating an art object. Importance of Field trips and Excursions in Fine Arts.

Unit III 11 Hours

Methods and Techniques of teaching Fine Arts: Lecture cum Demonstration method, Direct Observation method, Method of Imagination and Free Expression. New trends in teaching of Fine Arts.

Unit IV 10 Hours

Fine Arts Curriculum-Meaning, Importance and Principles of Curriculum Construction.

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations. Construction of an Achievement test in Fine Arts and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Brown, Percy (1953). Indian Painting, Calcutta.*
- *Chawla, S.S. (1986). Teaching of Art Patiala: Publication Bureau, Punjabi University.*
- *Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.*
- *Jaswani, K.K., Teaching and Appreciation of Art in Schools.*
- *Lowenfeld Viktor. Creative and Mental Growth.*
- *Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.*

Course Title: Pedagogy of Physical Education	L	T	P	Credits
Course Code: BED1121	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define the aims and objectives of Physical Education, in the context of teaching and learning.
2. apply various teaching methods to effectively teach Physical Education concepts and promote collaborative learning.
3. explore common postural defects and remedial exercises.
4. analyze the principles of Physical Education curriculum construction and evaluation.

Course Content

Unit I

12 Hours

Physical Education: Meaning, need and importance and aims and objectives of Physical Education in teaching Physical Education

- b) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.
- c) Basic concepts of teaching and learning in teaching Physical Education

Unit II

12 Hours

Teaching Methods: Concepts and Factor affecting of teaching methods. Intensive study of Lecture Method, Command Method, Project Method, Discussion Method, Demonstration Method, and Whole Part Whole Method. Audio-Visual Aids: Meaning, importance of A.V. Aids in teaching Physical Education, Classification of A. V. Aids: Charts, 3D Model, Black board.

Unit III

11 Hours

Need and Importance of Physical Education room, Equipment and Playfield (Indoor and Outdoor).

Posture: Meaning, importance of good posture, common postural defects and remedial exercises.

Supervision and Evaluation: Meaning, need and importance in teaching Physical Education.

Unit IV

10 Hours

Physical Education Curriculum-Meaning, Importance and Principles of Curriculum Construction.

Concept, importance and tools of Evaluation, Open-book tests: Strength sand limitations Construction of an Achievement test in Physical Education and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Atwal & Kansal, (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.49

- Brar, R.S., Rathi, N.K., & Gill, M. K. (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Bucher, C.A., (1964). *Foundations of Physical Education*. New York: Mosby and Company.
- Kenney, W.L., Willmore, J., & Costall, D. (2017). *Physiology of Sports and Exercise (6th Ed.)*. Champaign IL: Human Kinetics Language Book Society.
- Malik, N. & Malik, R. (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Manjul, J.U.S., (1965). *School Swasthya Shiksha*. Agra: Universal Publisher
- Sandhu, S.S. (2013). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Singh, A., Bains, J., Gill, J.S., & Brar, R.S. (2016). *Essentials of Physical Education (5th Ed.)*. Ludhiana: Kalyani Publishers.
- Thomas, J.P. (1967). *Organizations of Physical Education*. Madras: Gnanodaya Press.
- Voltmeter, F.V., & Esslinger, A.E. (1964). *The Organisation and Administration of Physical Education (3rd Ed.)*. Bombay: The Times of India Press.
- Kamlesh, M.L. (1983). *Psychology in Physical Education and Sports*. New Delhi: Metropolitan Book Company.

Course Title: Pedagogy of Computer Science	L	T	P	Credits
Course Code: BED1122	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the importance of computers and computer science.
2. evaluate the aims, objectives, and learning outcomes of teaching Computer Science.
3. apply different teaching methods to effectively teach Computer Science concepts and promote collaborative learning.
4. analyze the principles of Computer Science curriculum construction and evaluation.

Course Content

Unit I

12 Hours

Meaning, Characteristics and importance of Computers; Principles of Computing; Techniques of computing; Hardware and Software; Nature and Scope of Computer Science-Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science. Relation of Computer Science with other Sciences and its uses in day-to-day life.

Unit II

12 Hours

Aims and objectives of teaching Computer Science, differences between aims and objectives, Bloom's taxonomy of educational objectives, revised taxonomy of educational objectives (Anderson's), and NCERT objectives, meaning and writing of Learning objectives (Specifications based on revised blooms taxonomy). Learning objectives in the constructivist perspectives.

Unit III

11 Hours

Strategies: Team teaching, lecture cum Demonstration, Inductive-Deductive, Analytic-synthetic, Problem solving, seminar, small group strategies, cooperative learning, group learning, debate, discussion, Individualized strategies, Web based learning
Computer assisted learning (CAL) and Computer Managed Learning (CML)
Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching – Meaning, organization and importance

Unit IV

10 Hours.

Computer Science Curriculum-Meaning, Importance and Principles of Curriculum Construction.
Concept, importance and tools of Evaluation, Open-book tests: Strength sand limitations Construction of an Achievement test in Computer Science and blueprint.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot.

- Haseen Taj. (2006), *Educational Technology*, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad.
- Singh, Y.K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.
- Intel (2003): *Intel Innovation in Education, Intel, Teach to the Future-Students Work Book*.
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

SEMESTER-II

Course Title: Learning And Teaching	L	T	P	Credits
Course Code: BED2150	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the concepts, along with factors influencing these processes.
2. analyze various learning theories and their applicability to different learning situations.
3. compare different teaching approaches, models, and strategies, emphasizing reflective teaching and professional ethics for educators.
4. apply concepts and techniques of pedagogy, to enhance teaching-learning processes

Course Content

Unit I 16 Hours

Learning and Teaching: Meaning, concept and principles, relationship between teaching and learning, Factors affecting learning and teaching.

Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, co-learner.

Implicit knowledge and beliefs about learning (demystifying misconceptions).

Unit II 14 Hours

Perspectives on learning theories: Concept, Principles, relevance and applicability of learning in different learning situations, (E L Thorndike, B. F Skinner, Kohlberg).

Socio-cultural factors influencing cognition and learning, Facilitating holistic development (for self and society)

Equitable and Inclusive Education: Learning for All (NEP: 2020).

Unit III 16 Hours

Teaching: Meaning, Concept, nature, and approaches of Teaching (Behavioristic, Cognitivist, Constructivist).

Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.

Reflective teaching: concept and strategies for making teachers reflective practitioners, teaching as profession; professional ethics for teachers

Unit IV 14 Hours

Pedagogy: Concept, principles and techniques of pedagogy.

Peeragogy, Cybergogy, and Heutagogy: Concept, principles and techniques.

Simulated Teaching and Micro Teaching: meaning, concept and its application in teaching learning process.

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture- cum-Demonstration, Seminars

Suggested Readings

- *Dr. Usha Rao, (2018). Advanced Educational Psychology Himalaya Publication House New Delhi-2018.*

- Chauhan S S, (2017). *Advanced Educational Psychology*, Vikas Publishing House Ltd. New Delhi.
- Sandra Goss Lucas, Douglas A. Bernstein (2014). *Teaching Psychology: A Step-By-Step Guide, Second Edition*. Psychology press: New York.
- Cooper, Hilary (2014). *Professional studies in primary education* sage.
- Chauhan, S.S. (2014). *Innovation in teaching learning process*, Noida Vikas publishing house private Ltd.
- Aggarawal J.C, (2014). *Essentials of Educational Psychology*, Vikas Publishing House Ltd. New Delhi
- Charles E Skinner (2012). *Educational Psychology P H I Learning Pvt. Ltd.-New*.
- Woolfolk, A. (2012), *Educational Psychology, 12/E*. Pearson publisher: New Delhi.
- Walia, J. S. (2011). *Technology of Teaching*, Jalandhar: Ahim paul publishers

Course Title: Assessment for Learning	L	T	P	Credits
Course Code: BED2151	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. distinctions between assessment, evaluation, testing, and measurement, including various types and purposes of assessment.
2. demonstrate the process of constructing and standardizing assessment tools.
3. analyze existing and emerging assessment practices, including CCE, grading systems, online assessments, and policy documents.

4. apply descriptive statistics, graphical representations, and feedback techniques to assess and enhance learners' performance and development.

Course Content

Unit I

16 Hours

Assessment: Concept of Assessment of learning and assessment for learning, Assessment as learning. Principles and types of evaluation, Distinction between test, measurement, evaluation and assessment. Purposes and objectives of Assessment. Norm referenced and criterion referenced testing, teacher made and standardized tests

Unit II

14 Hours

Construction and standardization of Test: Steps in construction of a test: Planning (Blue Print), Preparation, Try Out and Evaluation, Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability. Techniques of Assessment: Use of Projects, Assignments, Work Sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices Rubric.

Unit III

16 Hours

Existing Practices: Semester system, CCE, Grading and Choice Based Credit System, issues and problems in existing practices, Marking vs. Grading, Objectivity vs. Subjectivity.

Emerging Practices in Assessment: Standard Based Assessment, Online, Computer, Based and Open Book Examinations. Policy Documents

Unit IV

14 Hours

Descriptive Statistics: Calculation of percentages, frequency distribution, percentile Rank, measures of central tendency, graphical representations and interpreting performance. Place of marks, grades and qualitative descriptions, Role of Feedback in Improving learning and learners' development.

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture- cum-Demonstration, Seminars

Suggested Readings

- S. K. Mangal, (2017). *Assessment of Learning*, Publisher, Shipra, ISBN, 9386262355, 9789386262356; Length, 137pages.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) *Psychological testing and Assessment*, Mc Graw Hill Education (India) Private limited.
- Asthana Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agrwal Publications, Agra.
- GOI (2011) *Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act, 2009*. GOI Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.pdf).
- Asthana Bipin (2011). *Measurement and Evaluation in Psychology and Education*

Course Title: Language Across Curriculum	L	T	P	Credits
Course Code: BED2152	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. comprehend the basic language skills
2. compare the various textbooks of different courses
3. enhance their listening, reading, writing skills
4. use language as an effective means of communication

Course Content

Unit I

16 Hours

Concept and Development of Language. Language across the curriculum: meaning, objectives. Language as a means of construction of reality, and experience.

Unit II

14 Hours

Meaning of Concept, Construct and formation, Language of textbooks in different courses at different levels i.e. Primary, Middle, Secondary and higher education.

Unit III

16 Hours

Concept of Oracy: Listening, Speaking, Reading and Writing, Cognitive basis of oracy and strategies to inculcate these skills.

Unit IV

14 Hours

Language: School and home language; Language as a means of classroom communication, social institutions and social media platforms and peer interaction. Distinction between language as a school-subject and language as a means of learning and communication.

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture- cum-Demonstration, Seminars

Suggested Readings

- Anil Kumar (2022). *Language Across the Curriculum*. Dr. Bhim Pvt. Ltd. Rao University. Thakur Publication
- Makol, R., Makol. L. (2021). *Language Across the Curriculum*: Rajesh Makol Publication.
- Sambhunath Maji, Birbal Saha (2021). *Language Across the Curriculum*: Aaheli Publishers.
- Malayendu Dinda (2020). *Language Across the Curriculum*: Rita Publications.
- Vijay Kumar Sharma (2019). *Language Across the Curriculum*: Laxmi Book Depot.
- S. Krishna Kumari (2018). *Language Across the Curriculum*: Agarwal Publications.
- Santosh Areek Kuzhiyil, Sushil Dogra (2016). *Language Across the Curriculum*: Neelkamal Publication.

Course Title: Pre-Internship-(4 Weeks)	L	T	P	Credits
Course Code: BED2153	0	0	0	4

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. develop conceptual understanding about pedagogy of school subjects' environment and understand the learner, learning behavior and learning situations
2. validate the theoretical understanding regarding pedagogical courses and school environment

3. design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning

Pre -Internship

Course Details

Phase-I: - Pre-Internship for 04 Weeks in semester-II (04- Credits)

Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for weeks, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.

1. Peer group discussion.
2. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
3. Sample demonstration/viewing different classroom situation.
4. Visit to innovative centers of pedagogy and learning, educational resource centers
5. Input from teacher educators
6. Context analysis and reflection.

Evaluation Criterion

Weekly Assessment: 25

Marks Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: Human Values and Professional Ethics	L	T	P	Credits
Course Code: VAC0002	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. understand the essence of Indian ethos, cultural values and ethical principles derived from scriptures, integrating self-exploration with scientific inquiry.
2. analyze human values, self-awareness and ethical decision-making by distinguishing between perspectives, ideologies and universal moral principles.

3. evaluate constitutional values, global responsibilities and the role of ethics in citizenship while promoting inclusivity and social welfare.
4. develop essential life skills, stress management techniques and holistic well-being through mindfulness, self-discipline and personality development.

Course Content

Unit I

07 Hours

Meaning of ethos and cultural essence of India, Scriptures as the base of the Indian Knowledge System (IKS), Integrating the two methodologies: interiorization process for self-exploration and exterior scientific pursuit for the prosperity of world, The Law of Karma and Nishkama Karma (The Law of action and selfless action),

Unit II

08 Hours

Knowing the Self and the universal values that we stand for. This is self-enquiry & self-discovery, Background conversations and deep listening, recognizing the assumptions that we make, the biases we have and the implications for ethical action. Self-identity: distinguishing and embracing oneself (and others) four profiles (inner potential, social, professional, personality), Distinguish ideology, perspectives beliefs from embodying values.

Unit III

07 Hours

Values embedded in the Preamble of the Indian Constitution, Integration of Human Rights and duties. Principles and responsibilities: as citizens of India, towards global environment, Loksangraha and Vasudhaiva Kutumbakam, Conscious Full Spectrum Response model. Distinguishing judgement from discernment.

Unit IV

08 Hours

The three gunas (qualities of sattva—purity and harmony, rajas —activity and passion, tamas —darkness and chaos), the four antah-karanas (inner instruments) and panch kosha (five sheaths), Stress management, Oneness, non-duality and equanimity, Physical, mental, social and spiritual well-being.

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture- cum-Demonstration, Seminars

Suggested Readings

- Mahadevan, B., Bhat, V.R. and Nagendra, P.R.N. 2022. *Introduction to Indian Knowledge System*. Delhi: PHI.
- *Human Values and Professional Ethics* by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010.
- Kashyap, Subhash C. 2019. *Constitution of India. A handbook for students*. New Delhi: National Book Trust.
- Dr. Awadesh Pradhan, *Mahamana ke Vichara*". (B.H.U., Varanasi 2007)
- Harold Koontz & Heinz Weihrich, *Essentials of Management*, Tata McGraw Hill.
- Lama, D. 2012. *Beyond Religion: Ethics for a Whole World*. India: Harper Collins.
- *Shrimad Bhagavad-Gita (Part of the Mahabharata)*. 1994. Gorakhpur: Gita Press. Swami Harshananda. 2000. *The Birds' Eye View of the Vedas*. Bangalore: Ramakrishna Math.
- Fontaine, D. K., Rushton, C. H. and Sharma, M. 2013. *Cultivating Compassion and Empathy*. In: M. Plews-Ogan and G. Beyt (Eds.), *Wisdom Leadership in academic Health Science Centers- Leading Positive Change*. London: Radcliffe Publishing.
- H. 2006. *Five Minds for the Future*. Boston: Harvard Business School Press.
- Rodriguez, S. and Juvva, S. 2018. *Embodying Universal Values and Ethical Leadership in Higher Education: Creating Change Agents for Social Transformation*. In B. Chatterjee, A. Banerji and P. Arya (Eds.), *Resolution to Resolve: Sustainability Practices in Industry and Education*. New Delhi: Bloomsbury [ISBN: 978-938-74-7168-9]
- Sharma, M. 2017. *Radical Transformational Leadership: Strategic Action for Change Agents*. Berkeley, US: North Atlantic Books.

Course Title: Pedagogy of English	L	T	P	Credits
Course Code: BED2154	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the concepts and elements of prose and poetry.
2. utilize various audio-visual aids, language labs, and digital resources to enhance English language teaching and learning.
3. develop effective lesson plans, and classroom strategies for teaching English.
4. analyze Professional competencies of an English teacher

Course Content

Unit I

12 Hours

Concept and Element of prose and Poetry. Semantic Structure of English Grammar. Graphic structure of English. Tenses and their types, types of sentences and their transformations, active and passive voices and degrees of comparison

Unit II

12 Hours

Audio-aids-lingua Phone-Audio cassettes, Radio Broadcasts, Visual aids, charts, three-dimension pictures, flash cards, albums, A-V Aids-Films, Videos and multimedia, language Lab their importance and uses in ELT. Library as a resource in teaching and learning of English.

Literary activities in language teaching-debates, elocution-group discussion-field trips, quiz, seminars and workshops and their importance.

Computer assisted learning in English, use of internet and websites, advantages of using different software in learning of English. Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

Unit III

11 Hours

Daily lesson plan and strategies for classroom transaction- Key features of language lesson plan: subject matter of English Courses and transactions in the classroom settings. planning at the level of teacher and simple lessons, writing for newspapers, creative writing, strategies in classroom and classroom management.

Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Unit IV

10 Hours

Reflective Diary, Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, Innovative and Emerging Teaching Aids. Professional competencies of an English teacher, programs for teacher empowerment workshops, seminars, conference, panel discussion and projects.

Transactional Mode

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: Kalyani Publishers.*

- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language Ludhiana: Kalyani Publishers.*
- Bindra, R. (2005). *Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India Agra: Vinod Pustak Mandir.*
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.*
- Sahu, B.K. (2004). *Teaching of English Ludhiana: Kalyani Publishers.*
- Sharma, P. (2011). *Teaching of English: Skill and Methods. Delhi: Shipra Publication.*
- Raju T.N.: content cum methodology of teaching English, DSERT Publication, 2005

Course Title: Pedagogy of Punjabi	L	T	P	Credits
Course Code: BED2155	3	0	0	3

Total Hours: 45

ਕੋਰਸ ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ: ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਸਿੱਖਿਆਰਥੀ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋਵੇਗਾ

1. ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂੰ ਹੋਣਗੇ।
2. ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
4. ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।

ਕੋਰਸ ਸਮੱਗਰੀ

ਭਾਗ - ਓ

10 ਘੰਟੇ

ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ ਵਿਧੀਆਂ
 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ, ਅਰਥ, ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ, ਉਦੇਸ਼, ਕਿਸਮਾਂ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
 ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ

ਭਾਗ – ਅ

11 ਘੰਟੇ

ਪਾਠ- ਯੋਜਨਾ, ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ
 ਪਾਠ- ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਭਾਗ – ਬ

12 ਘੰਟੇ

ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ
 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨ ਪੱਤਰਾਂ
 ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੱਕੀਆਂ, ਦੇਸ਼ਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ
 ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ।

ਭਾਗ – ਸ

12 ਘੰਟੇ

ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ ਰਚਨਾ ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ
 ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ
 ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰਿਵਿਊ,
 ਸੈਮੀਨਰ, ਸਮੱਸਿਆ ਹੱਲ ਵਿਧੀ, ਸੰਵਾਦ ਵਿਧੀ. ਸਮੂਹਿਕ ਸਿਖਲਾਈ ਵਿਧੀ, ਪੀ. ਪੀ ਟੀ. ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ ਵਿਧੀ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਸਿੰਘ, ਹਰਕੀਰਤ, (1966) ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ, ਤੀਰਥ (1999) ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ ਪਬਲਿਸ਼ਰਜ ਜਲੰਧਰ।
- ਸੰਘਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ (20) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ਜਲੰਧਰ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- ਜਸਵੰਤ ਸਿੰਘ (2012) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ਜਲੰਧਰ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ
- ਨਿੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੇਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ ਕਲਾ ਮੰਦਿਰ ਪਟਿਆਲਾ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੇਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ (2018) ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਵਹਾਰ ਪੰਜ ਆਬ ਪ੍ਰਕਾਸ਼ਨ ਦੁਨੀਚੰਦ (2010) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ

Course Title: Pedagogy of Hindi	L	T	P	Credits
Course Code: BED2156	3	0	0	3

कोर्स के सीखने के परिणाम: इस पाठ्यक्रम के पूरा होने के बाद, छात्र निम्नलिखित करने में सक्षम होगा:

1. fo|kFkÊ lw{e f'k{k.k vkSj mlds fofHkUu dkS'kyksa dk ç;ksx dj ldsaxs+-
2. fo|kFkÊ vuqoknu ys[ku dh vko';drk vkSj egRo dks tkU ldsaxs-
3. fo|kFkÊ fganH Hkk"kk dh fofHkUu fo/kkvksa dk fo'ys"k.kkRed vè;;u dj ldsaxs-
4. fo|kFkÊ ikB~;Øe fuekZ.k ds fl)karksa dks tkU ldsaxs-

कोर्स सामग्री

इकाई -I

12 घंटे

Çgnh esa lw{ke f'k{k.k dkS'kyksa dk fodkl ,oa çk:i & çLrkouk dkS'ky] vuq'khyu dkS'ky] ç'u dkS'ky] –
'Vkar dkS'ky] O;k;k dkS'ky] míhiu ifjorZu dkS'ky] iqucZyu dkS'ky
ikB ;kstk fuekZ.k dk vFkZ] egRo o mlds mikxe 5 E ikB ;kstk o ipinh ikB ;kstk

इकाई -II

11 घंटे

dforK f'k{k.k&egRo] mís';] lksiku rFkk fofèk;kj A
x| f'k{k.k & egRo] mís';] lksiku] fofèk;kj A
O;kdj.k f'k{k.k & egRo] mís';] lksiku] fofèk;kj A

इकाई -III

12 घंटे

ikB;Øe & vFkZ] ifjHkk"kk fl)kar ,oa çdkjA
Çgnh Hkk"kk dh ikB; & iqLrd & ifjHkk"kk] xq.k vkSj egRoA
Çgnh f'k{k.k esa ijh{k.k inksa dk fuekZ.k % ç'u i= ,oa uhyk i= ¼ Cyw ÇÇV½ fuekZ.kA

इकाई -IV

10 घंटे

Çgnh f'k{k.k esa lrr ,oa O;kid ewY;kadu% vFkZ ,oa egRoA
Çgnh f'k{k.k esa mipkjkRed f'k{k.k ,oa vFkZ] egRo ,oa çfØ;kA
fØ;kRed vuqLaèkkU% vFkZ] egRo ,oa çfØ;kA

सुझाई गई पठन सामग्री

- thr] ;ksxsUnz HkkbZ ¼1972½ fgUnh f'k{k.k vkxjk% fouksn iqLrdefnj
- [kUuk] T;ksfr ¼2006½ fgUnh f'k{k.k] ubZ fnYyh % /kuirjk; ,.M dEiuh
- lQk;k] j?kquFk ¼1997½ fgUnh f'k{k.k fof/k] fdrkc ?kj] tkyU/kj] iatkc

- HkkfV;k ds-ds vkSj ukjax] lh- ,y ¼1989½ vk/kqfud fgUnh fof/k;ka] izdk" k ifCy" kj] czntZ cjkM+]
- loZthr dkSj ¼2009½ dY;k.kh izdk" ku] ubZ fnYyh]
- flag] lkfo=h ¼1997½ fgUnh f" k{k.k] yk;y cqdfMiks] esjB]
- pkS/kjh] uan fd" kksj ¼2009½ fgUnh f" k{k.k] xq:lq/lq/kkj ifCyds" ku lq/kkj]
- flUgk] izlkn "k=q?u ¼1964½ fgUnh Hkk'kk dh f" k{k.k fof/k] iVuk]
- "kekZ] T;ksfr HkuksV] fgUnh f" k{k.k] iqLrd lnu] V.Mu ifCyds" ku] yqf/k;kukA

Course Title: Pedagogy of Social Science	L	T	P	Credits
Course Code: BED2157	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the formation, objectives, functions, and responsibilities of local, state, and union governments in India.
2. utilize various educational resources for effective teaching of social science.
3. design instructional plans at unit and lesson levels using various approaches.
4. develop professional competencies through enrichment activities, and discussions on contemporary social science issues.

Course Content

Unit I

12 Hours

Forms of Government in India-local self-government, state government, union government- formation, objectives, functions, administration, responsibilities and duties.

Unit II

12 Hours

Text book- importance, characteristics and critical analysis Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process.

E-learning resources-internet, web-based tools, blogs, animation and multimedia.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III**11 Hours**

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Harbartian and 5 E. CCE in social sciences. Preparation of test format in Social Sciences. Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Unit IV**10 Hours**

Social science teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among social science teacher-workshops, seminars, conferences and symposiums, Forms- Discussions on contemporary issues in social sciences by using social networking. Action research in social science-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- *National Curriculum Frame Work* (2005). NCERT, New Delhi
- *Position Paper by National Focus Group on Teaching of Social Sciences*
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies* Boston: D.C. Herth and Co.

Course Title: Pedagogy of Economics	L	T	P	Credits
Course Code: BED2158	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the infrastructure of the Indian economy, types of economic problems, economic institutions, and related policies.
2. utilize various learning resources, ICT tools, and co-curricular activities to enhance the teaching and learning of Economics.
3. design instructional plans at lesson and process levels using evaluation, Herbartian, and 5E approaches, including ICT-based lesson planning.
4. develop professional competencies through enrichment activities, workshops, conferences, and conducting action research in Economics.

Course Content

Unit I

10 Hours

Infrastructure of Indian economy. Types of Economic Problems in the world. Economical Institutions and Policies

Unit II

12 Hours

Learning resources in Economics- Text books, reference books, journals, e-resources and community resources.

Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities. E-learning in Economics, Computer Assisted Instruction, Multimedia in learning Economics Charts, Graphs, Models – Working & Still, Specimens & Objects, ICT Tools, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in teaching Economics.

Unit III

12 Hours

Instructional Designing – Meaning and Levels of designing- lesson level and process level.

Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Format for lesson designing-evaluation approach, Herbartian and 5E. CCE in Economics. Preparation of test format in Economics. ICT based lesson plan.

Unit IV

11 Hours

Economics teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among Economics teacher-workshops, seminars, conferences and symposiums.

Action research in social science-planning, execution and analysis.

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars.

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics Ludhiana: Kalyani Publishers*. Kanwar, B.S. (1973). *Teaching of Economics Ludhiana: Prakash Brothers*.
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R. Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt.Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage

Publications, 1986.

- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics, Jalandhar: SG Publication*

Course Title: Pedagogy of History	L	T	P	Credits
Course Code: BED2159	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the causes, effects, and contributions of major world revolutions and medieval Indian dynasties to administration and society.
2. utilize various educational resources, including textbooks, community resources, e-learning tools for effective teaching of History.
3. design instructional plans at unit and lesson levels.
4. develop professional competencies through enrichment activities, action research, and discussions on contemporary historical issues.

Course Content

Unit I

12 Hours

Major Revolutions of the world- American, French, Russian and Industrial- causes, effects/ consequences and their contributions

Medieval Period in India: Mughals, Rajput's, Marathas and Vijayanagara Empire- rise and establishment of these dynasties, military achievements, contributions to administration

Unit II

12 Hours

Text book- importance, characteristics and critical analysis Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of History.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web-based tools, blogs, animation and multimedia etc. Audio Visual Resources- meaning and importance in teaching learning process

Unit III

11 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in History. Preparation of test format in History.

Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Unit IV

10 Hours

History teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among history teacher- workshops, seminars, conferences and symposiums, Forms- Discussions on contemporary issues in history by using social networking.

Action research in History-planning, execution and analysis

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture -cum-demonstration, seminars.

Suggested Readings

- Bhatia, R.L. (2005). *Contemporary Teaching of History*, Surjit Publications, Delhi,
- Dash, B.N. (2006). *Teaching of History*, Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Pathak, S.P. (2007), *Teaching of History*. Kanishka Publications, New Delhi
- Singh, R.R. (2004). *Teaching of History*. R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K. (2007). *Teaching of History, Modern Methods*. A. P.H. New Delhi.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi.

Course Title: Pedagogy of Sociology	L	T	P	Credits
Course Code: BED2160	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the Sociological concepts and principles of secondary level Sociology content.
2. critically analyze the characteristics of textbooks used in Sociological education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Sociology
4. develop and enhance the qualities, skills, and competencies of Sociology teachers.

Course Content

Unit I

12 Hours

Culture and Sociology- concept of culture, cultural lag, cultural diversities, customs and traditions, role of culture in socialization.

Brief contributions of Social Thinkers: Max Weber, Karl Marx, Emile Durkheim
Principle for the construction and thematic organization of sociology curriculum
- Approaches of organization of Sociology curriculum - Unit (b) Concentric (c) Topical - Critical analysis of Sociology syllabus at the Senior Secondary Stage

Unit II

12 Hours

Text book- importance, characteristics and critical analysis Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of Sociology.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web-based tools, blogs, animation and multimedia, Use of AI in Sociology e-learning etc.

Audio Visual Resources- meaning and importance in teaching learning process.

Unit III

11 Hours

Sociology Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

Sociology club- meaning, importance, objectives, organization and activities

Sociology Quiz- Importance and organization-steps, Sociology Resource room- Importance and organization, activities organized in resource room.

Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Unit IV

10 Hours

Approaches to Lesson Plan: Constructivist approach, RCEM, Herbartian. 5E.

Reflective Diary, Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, Innovative and Emerging Teaching Aids.

Professional competencies of a Sociology teacher, programs for teacher empowerment workshops, seminars, conference, panel discussion and projects.

Action research in Sociology-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.

Course Title: Pedagogy of Political Science	L	T	P	Credits
Course Code: BED2161	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. evaluate the effectiveness of different forms of government in India in achieving their objectives and fulfilling their responsibilities.
2. critically analyze the characteristics of textbooks used in social science education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in political science
4. develop and enhance the qualities, skills, and competencies of political science teachers

Course Content

Unit I

12 Hours

Forms of Government in India-local self-government, state government, union government- formation, objectives, functions, administration, responsibilities and duties. Parliamentary system, Election Commission

Unit II

12 Hours

Text book- importance, characteristics and critical analysis Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process. E-learning resources-internet, web-based tools, blogs, animation and multimedia etc.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III

11 Hours

Political science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation. Political Science club- meaning, importance, objectives, organization and activities Political Sciences Quiz- Importance and organization-steps Political Sciences Resource room- Importance and organization, activities organized in resource room.

Unit Plan: Need, importance and steps of writing it in teaching of Economics Use of lesson plan in teaching of Economics.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Political Science. Preparation of test format in Political Science. Political Science teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among Political science teacher.

Transactional Mode

Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- B.L., *Indian Political System* Kashyap, Subash, *Indian Constitutions*.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science* Jalandhar: Panjab Kitab Ghar, 1962.

Course Title: Pedagogy of Commerce	L	T	P	Credits
Course Code: BED2162	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the content and concepts related to commerce.
2. critically analyze the characteristics of textbooks used in commerce education,
3. evaluate and enhance students' practical and experiential learning in commerce
4. develop and enhance the qualities, skills, and competencies of commerce teachers

Course Content

Unit I

12 Hours

Partnership Firms – Meaning, features, Types, Advantages & limitations. Joint stock Companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations: multinational companies-meaning, features advantages and limitations.

Insurance- Meaning, need, Principles and types; entrepreneurship- meaning, Role and importance of entrepreneurship, self-employment schemes; Globalization of business- factors that are included in globalization, main characteristics, advantages and disadvantages; career opportunities in business

Unit II

12 Hours

Resources- meaning, types, their uses in the teaching and learning of commerce. Workbook, source book – meaning and Importance.

Textbook- Meaning, Characteristics, qualities and importance. Computer Assisted Instruction, multimedia in learning commerce.

Instructional Aids - Educational broadcasting and telecasting- interactive video, tele-lecture, video-conferencing, software in commerce.

Unit III

11 Hours

Community resources- Meaning, importance and types. Commerce club – meaning, activities and importance.

Commerce room- teacher's diary, records and registers to be maintained, equipment, essentials and desirable.

Field trip – Importance & scope. Organizing career talk- Planning, discussion & Importance. Organization of the Campaign- Planning, execution and Application. School bank, Commerce library- meaning, organization and importance, Latest trends in Teaching of commerce Reflective Teaching Co-operative learning, Importance and types, simulation – role play, games, CAM.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Commerce teacher. Preparation of test format in Commerce teacher.

Commerce teacher -qualities, skills and Competencies Enrichment activities to develop professional competencies among Commerce teacher.

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach (2nd ed)* UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

Course Title: Pedagogy of Mathematics	L	T	P	Credits
Course Code: BED2163	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain and apply mathematical concepts from the 9th, 10th, and 11th standards, including algebra, trigonometry, geometry, probability, and matrices.
2. utilize various teaching-learning materials, community resources, and e-resources for enhancing mathematics instruction.
3. design instructional plans using evaluation, Herbartian, and 5E approaches for effective mathematics teaching.
4. develop professional competencies through participation in enrichment activities, action research, and innovative use of teaching-learning materials in Mathematics.

Course Content

Unit I

12 Hours

Content of 9th, 10th, and 11thstd syllabus - Permutation and combination, probability, sequence and series, simultaneous equations, quadratic equations. Trigonometry, co-ordinate, geometry, quadrilaterals, circles, mathematical induction, matrices.

Unit II

12 Hours

Teaching – learning materials in mathematics. Need and importance of teaching-learning materials in mathematics; criteria for Selection of teaching-learning materials in mathematics.

Community and School based teaching –learning resources. - Concept and importance of community-based resources - Human resources, Natural resources and man-made resources.

Concept of e- resources – need and importance. Computer, internet –websites, educational CDs (multi-media), Concept of Online learning creating BLOGS.

Unit III

11 Hours

Mathematics club, mathematics exhibition/fair, mathematics Olympiad and mathematics quiz – their importance and organizational school level.

Preparation and use of teaching-learning materials – charts, boards, models and manipulative materials; use of black board, interactive white boards and smart boards - advantages of each of them. Action research in mathematics – meaning and its steps.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Mathematics. Preparation of test format in Mathematics.

Unit Plan: Meaning, definition, characteristics, advantages and disadvantages. Mathematics teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among Mathematics teacher

Transactional Mode

Lecture-cum-demonstration, Panel Discussions, Cooperative Teaching, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Seminars

Suggested Readings

- Aggarwal, J.C, *Principles, Methods & Techniques of Teaching (2nd Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd, 2001.
- Bhasin, Sonia. *Teaching of Mathematics- A Practical Approach*. Mumbai: Himalaya Publishing House, 2005.
- Butler H., Charles & Wren F., Lynwood. *The Teaching of Secondary Mathematics*. New York: The Maple Press Company, 1960.
- Ediger, M. & Rao, D.B. *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House, 2000.
- James, Anice. *Teaching of Mathematics*. Hyderabad: Neelkamal Publications Pvt. Ltd, (2006).
- Joyce, B. & Weil. M. & Calhoun, E. *Models of Teaching (8th Ed.)*. New Delhi: PHI Learning Private Limited, 2009.
- Kumar, S. & Ratnalikar, D.N. *Teaching of Mathematics*, New Delhi: Anmol Publications Pvt. Ltd, 2003.
- NCERT. *National Curriculum Framework for School Education*. New Delhi: NCERT, 2005.
- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France*.
- Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- N.C.E.R.T. *Text Books 6th to 10th Standard*.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co- operation.

Course Title: Pedagogy of Science	L	T	P	Credits
Course Code: BED2164	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain fundamental concepts of motion, wave motion, alternating current, chemical reactions, electrochemistry, and carbon chemistry.
2. utilize various learning resources, including textbooks, library resources, e-learning platforms, and community resources, for effective teaching of physical science.
3. organize and conduct science-related activities to enhance experiential learning.
4. develop effective instructional plans and unit plans using various teaching approaches and models for teaching physical science.

Course Content

Unit I

12 Hours

Motion Circular motion- Meaning, types. Wave motion- Meaning, types- Longitudinal and Transverse waves. Projectile motion- Meaning, and derivation of equation of path. Alternative Current-Meaning and its graphical representation. Transformer- Principle, Construction and working Chemical Reaction: meaning and types. Electro chemistry: solutions-saturated and unsaturated and colloids. Chemistry of Carbon Hydro carbons; alkanes, alkenes and alkynes- meaning and properties. Unique characteristics of carbon, Allotropic forms of carbon.

Unit II

12 Hours

Text Book-Characteristics of a good text book Library resources--uses of references, journals, encyclopaedia and e- resources in physical science. Improvised apparatus-meaning, importance and procedure. Physical Science laboratory and its importance-designing of physics and chemistry laboratory, meaning designing and uses of multipurpose laboratory.

Community Resources-Meaning, uses of Human and Physical resources. Electronic Learning (e-learning) - internet, video (including animation) You- Tube and Teleconferences.

Unit III

11 Hours

Meaning, objective, organization, and advantages of the following: Science club, Science Exhibition, Science quiz, field trips, Meaning, establishment and uses of Science Museum. Meaning, activities, and uses of science centers. Science lab- Need, importance and Maintenance.

Unit IV

10 Hours

Meaning of Lesson plan-importance, Evaluation approach steps, advantages, Planning of laboratory work. Lesson planning based on 5E model and Lecture-demonstration method, Unit Plan-meaning, steps, format, Advantages and limitations.

Transactional Mode

Video-based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars.

Suggested Readings

- Bhatnagar A.B., Bhatnagar S.S, R. Lall Book Depot, Meerut (UP)-Teaching of Science (2011).
- Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016
- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part- I, 2013, Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016
- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part-II, 2013.
- Robert L- Scientific Experiments in Physics.
- Shalini Wadhwa, Saroop and Sons New Delhi- Modern methods of Teaching Physics.
- Sharma R.C., Dhanpat Rai Publishing Co, Pvt., Ltd., New Delhi- Modern Science Teaching, 2003.
- Vanaja. M., NeelKamal Publication PVT. Limited, Sulthan Bazar, Hyderabad- Methods of Teaching Physical Science, 2005.
- Zaidy S.M, Anmol Publications, New Delhi- Modern Teaching of Science, 2004.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT.
- Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.2006. Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.

- *Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private Limited.*
- *Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO*
- *Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation*

Course Title: Pedagogy of Life Science	L	T	P	Credits
Course Code: BED2165	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. demonstrate theories of evolution.
2. utilize various resources such as biological science laboratories, and e-learning tools for effective teaching and learning.
3. organize and conduct school-based, field-based, and community based activities to enhance experiential learning in biological science.
4. develop instructional plans using diverse teaching approaches and models for effective biology education.

Course Content

Unit I

12 Hours

Life processes – Photosynthesis and transport in plants. Excretion, circulation, respiration, digestion in animals. Cell division – Mitosis and Meiosis – Stages and significance. Ecology and Evolution – Biosphere, Ecosystem, Bio magnification, and Environmental pollution – Causes, effects and measures to control. Grigor medal's experiments, Heredity and genetics. Theories of evolution (Lamark and Darwin).

Unit II

12 Hours

Biological science laboratory – Importance, planning, designing, equipment's and records. Biological science text book – characteristics, importance, Hunter's criteria of evaluating a text book.

Visual and Audio Visual Aids: Visual – Specimens, models and charts. Audio-visual -Television, film. E-resources – Use of multimedia and computers in Biological science: E- learning, software, website, e-boards and biology blog.

Unit III

11 Hours

School Based Activities: Meaning, importance and Organization of Science Club, Science Exhibition, Science Fair, Science Quiz and Field Trips and Visits.

Field Based Activities: Setting up and maintenance of School garden, Aquarium, Vivarium and Terrarium.

Community Based Activities: Meaning and Importance of Community Resources with special reference to Biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Museum and Science Center).

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Biological science. Preparation of test format in biological science.

Biological science teacher-qualities, skills and Competencies Enrichment activities to develop professional competencies among biological science teacher.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Agarwal, D.D, *Modern methods of Teaching Biology: Saruk & sons' publication New Delhi, 2004.*
- Bhar, Suraj Prakash teacher training lotus press, New Delhi, 2006.
- Choudhary s, *teaching of biology APH Publishing Corporation, New Delhi, 2010.*
- Singh, veena *Teaching of Biology, Adhyayan Publishers & Distributors, New Delhi, 2007.*
- Yadav M.S, *Modern methods of teaching science, Anmol publishers, Delhi, 2000*

Course Title: Pedagogy of Music	L	T	P	Credits
Course Code: BED2166	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define the aims and objectives of teaching music.
2. explain the basic concepts of musical notation, rhythm, swaras, and their division in measures of shruti.
3. demonstrate knowledge of musical instruments, describe selected ragas (Malkauns, Bhairav, Yaman, Bhupali), and notate fast khayal/Rajakhani gat for these ragas.
4. analyze the essential qualities of a music teacher, including their skills as a singer, instrumentalist, and composer.

Course Content

Unit I

12 Hours

Aims and objectives of teaching Music, differences between aims and objectives, Bloom's taxonomy of educational objectives, revised taxonomy of educational objectives (Anderson's), and NCERT objectives, meaning and writing of Learning objectives (Specifications based on revised blooms taxonomy).

Unit II

12 Hours

Instruments for learning of music- variety, simple introduction of instruments. Knowledge of Notation & Rhythm, Music & Music
The effect of music on behaviour, activity & Fatigue. Knowledge of swaras, division of swaras in measures of shruti.

Unit III

11 Hours

Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
(b) Notation of fast khayal/Rajakhani gat of the following Ragas: Malkauns, Bhairvi, Bhairav, Yaman & Bhupali Interna.

Unit IV

10 Hours

Meaning of Lesson plan-importance, Evaluation approach steps, advantages, Lesson planning based on 5E model, Harbartian Approach. Unit Plan-meaning, steps, format, Advantages and limitations.

Qualities of a Music Teacher - Singer, Vadak, Vagyakar

Transactional Mode

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Group Discussion, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Khanna, Jyoti (2015).*
- *Sangeet Adhyapan. Ludhiana: Tandon Publications.*
- *Saryu Kalekar - Teaching of Music Panna Lal Madare - Teaching of Music.*

Course Title: Pedagogy of Fine Arts	L	T	P	Credits
Course Code: BED2167	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. identify the contributions of artists in fine arts.
2. explain the aims and objectives of teaching Fine Arts
3. utilize audio-visual aids, field trips, and excursions to enhance the teaching and learning of Fine Arts at different educational levels.
4. assess the effectiveness of lesson planning approaches

Course Content

Unit I

12 Hours

Contributions of Artists: Jamini Roy, Raja Ravi Verma, M.F. Hussain, Abanindranath Tagore. Elements of Art. Six limbs of Indian Art (Shadanga). Fine Arts & Society. Creativity and Imagination in art

Unit II

12 Hours

Aims and objectives of teaching Fine Arts, differences between aims and objectives, Bloom's taxonomy of educational objectives, revised taxonomy of educational objectives (Anderson's). Use of Textbooks in teaching Fine Arts: Theoretical part and criteria of selection. Reference books and supplementary readings.

Unit III

11 Hours

Audio-Visual Aids in teaching of Fine Arts.

c) Teaching the Art classes (art at Primary level, elementary level & Higher Classes) (Art according to the stages of development in children). Importance of Field trips and Excursions in Fine Arts.

Unit IV

10 Hours

Meaning of Lesson plan-importance, Evaluation approach steps, advantages, Lesson planning based on 5E model and Herbartian Approach.

Unit Plan-meaning, steps, format, Advantages and limitations. Meaning and importance of Achievement tests. Unit test-steps of construction of unit test (Blue print based on revised blooms taxonomy of educational objectives) and importance.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- *Brown, Percy (1953). Indian Painting, Calcutta.*
- *Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.*
- *Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.*
- *Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor. Creative and Mental Growth.*
- *Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.*
- *Sharma, L.C., History of Art, Goel Publishing House, Meerut.*
- *Read, Herbert. Education through art [paperback].*
- *Shelar, Sanjay. Still Life. Jyotsna Prakashan.*

Course Title: Pedagogy of Physical Education	L	T	P	Credits
Course Code: BED2168	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. define the meaning, need, and importance of Balance Diet.
2. understand the contribution of Physical Education Text Book to the overall educational development of students.
3. apply various teaching methods, to effectively teach Physical Education concepts and promote collaborative learning.
4. design lesson and unit plans using the 5E model in Physical Education.

Course Content

Unit I 12 Hours

Balance Diet: meaning, function of food, and good food habits, elements of balance diet and malnutrition.

Communicable diseases: mode of transmission, common symptoms and Chickenpox, Typhoid, Malaria, Measles, Hepatitis (A, B and C).

Rules and regulations: Volleyball, Kho-Kho and Badminton.

Unit II 12 Hours

Text Book: Meaning, need and importance.

Class Management: Meaning and importance. Factors affecting class management.

Motivation: concept, importance and types.

Unit III 11 Hours

Lecture demonstration method, Inductive-deductive method and Project method-meaning, Steps, merits and limitation. Collaborative approach-meaning, steps-problem, formation of groups, sharing of ideas, teacher facilitates and learning evidence and feedback.

Athletic Meet meaning importance and role of Physical Education teacher in

organizing athletic meet at school level.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Physical Education. Qualifications, Qualities and responsible of Physical Education teacher. Role of Physical Education teacher developing national integration and international understanding among people.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Brar, R.S., Rathi, N.K., & Gill, M. K. (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Bucher, C.A., (1964). Foundations of Physical Education. New York: Mosby and Company.
- Kamlesh, M.L. (1983). Psychology in Physical Education and Sports. New Delhi: Metropolitan Book Company.
- Kenney, W.L., Willmore, J., & Costall, D. (2017). Physiology of Sports and Exercise (6th Ed.). Champaign IL: Human Kinetics Language Book Society.
- Malik, N. & Malik, R. (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Manjul, J.U.S., (1965). School Swasthya Shiksha. Agra: Universal Publisher.
- Sandhu, S.S. (2013). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Singh, A., Bains, J., Gill, J.S., & Brar, R.S. (2016). Essentials of Physical Education (5th Ed.). Ludhiana: Kalyani Publishers.
- Thomas, J.P. (1967). Organizations of Physical Education. Madras: Gnanodaya Press.
- Voltmeter, F.V., & Esslinger, A.E. (1964). The Organisation and Administration of Physical Education (3rd Ed.). Bombay: The Times of India Press.

Course Title: Pedagogy of Computer Science	L	T	P	Credits
Course Code: BED2169	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain the fundamental concepts of computer networks.
2. analyze the qualities of effective computer science textbooks.
3. plan, organize, and evaluate extracurricular computer science activities.
4. develop instructional designs at various.

Course Content

Unit I

12 Hours

Network of Computers: Concept and its Types. Internet – Meaning and its relevance in TLP. WWW: World Wide Web - browsing and search engines. E-mail – Meaning, Creation & its importance

Unit II

12 Hours

Text Books – Qualities of good computer science text book, Role of text book in teaching computer science & Criteria for evaluation of computer science text book.

Computer Science Lab – Need for planning the computer laboratory, special features of computer laboratory, Essential infrastructure.

Unit III

11 Hours

Computer Science Club-Meaning, Objectives, Organization, activities & importance.

Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives Organization & Importance.

E-Learning: -Concept, Meaning, Characteristics and Types:

- i. Off-line Learning (Meaning, Importance)
- ii. On-line Learning-(Synchronous and Asynchronous)

Unit IV**10 Hours**

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level. Format for lesson designing-evaluation approach, Herbartian and 5 E. CCE in Computer Science.

Quality & Professional Competencies of Computer Science Teacher.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Intel (2003). *Intel Innovation in Education, Intel, Teach to the Future-Students Work Book*. Kumar Hemant, R.Lal Publisher, Meerut.
- Kumar, Sunil (2017), *Teaching of Computer Science*, ISBN 978-93-82181-12-5 GBD Publications, Gurur Sar Sadhar
- Agarwal J. C. (2006). *Essential of educational technology. Teaching and Learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006). *Educational Technology*, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), *Current challenges in Education*. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). *Educational Technology: Expanding our vision*. Delhi: Authors Press.
- Mohanty, L. (2006). *ICT strategies of schools*. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). *Introduction of educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.

SEMESTER-III

Course Title: School Internship Program	L	T	P	Credits
Course Code: BED3200	0	0	0	16

16 weeks

Course Learning Outcomes: After completion of this course, the learner will be able to develop conceptual understanding about pedagogy of school subject's

1. environment and understand the learner, learning behavior and learning situations
2. validate the theoretical understanding regarding pedagogical courses and school environment
3. design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

School based Internship**1. Phase I School Internship – for 16 weeks (16 Credits)**

2. **Phase II Post internship-** for 1week Final examination in practice teaching (in actual school setting by external and internal examiners). The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as coordinator for the exams.

Course Details

Phase - I: School Internship – for 16 weeks (16 Credits)

1. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching

and assessment, interacting with school teachers, community members, parents and children.

2. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.

- Observation of lessons of school teachers in concerned teaching subjects.
- Observation of School curriculum-subject-wise.

3.Preparation of School Observation file (An overview of School)

- Vision of the school.
- Organization and management Information.
- Fee and funds, leave rules, Service rules, joining reports, relieving slip etc.
- School Plant- detailed account of Infrastructural, Instructional and Human resources.
- SWOC analysis of the school.

4.Details of files During Internship Program

1. 42 Lesson plans in Elementary & Secondary level classes in each subject during internship program.

2. Lesson plans in each subject will be as under:

- Detailed Lesson Plans: 20
- Total 20+20= 40 lesson Plans, 20 each for both the pedagogical subjects.
- ICT based lesson plans: 2 (one each pedagogical subject)
- Test based lesson plan (by preparing blue print): 4
- Teaching models-based lesson plans: 4
- Observation of peer lessons: 50
 - Observation of lessons by school teachers: 20

5. Other files during Internship Program

- School observation file
- Action research report
- Timetable and attendance record.
- Observation of school children in classroom as well as out of classroom, during all school activities.
- Report on morning assembly and co-curricular activities.
- Development of audio-visual aids.
- Use of school library and conducting lab work.
- Observing important occasions and celebrating important national days with school children.
- To learn evaluating techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- Learning to maintain school records and registers.

Phase II Post Internship- for 1week**It involves the following:**

1. Writing reflective reports on the whole school internship program
2. Presentation by student-teachers on different aspects of the teaching experiences after the internship
3. Exhibition of teaching learning material
4. Awareness program
5. Cultural Program
6. Evaluation Program
7. Internal Assessment in each pedagogy subject based on total reflections and involvement in School Internship Program. (50+50=100 marks)
8. External Assessment: Final Skill

Written lesson plan	10 Marks
Presentation /Content Delivery	20 Marks
Teacher Traits & Classroom Behavior	10 Marks
Teaching aids/Models/ICT used	10 Marks
Total	50

Evaluation Criterion

Monthly Assessment: 25 marks Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: Community Enhancement /Service Learning	L	T	P	Credits
Course Code: BED3201	0	0	0	4

16 weeks

Course Learning Outcomes: After completion of this course, the learner will be able to

1. be sensitized to various social problems, issues and ideas where they can contribute in a meaningful way
2. create an environment of work culture based on mutual work, co- operation and team work
3. develop a deep faith in dignity of labor and life of active social involvement
4. develop aesthetic, creative and innovative abilities
5. work for the preservation, promotion and spread of cultural values & cultural heritage

Course Content

- Cleanliness and beautification of surroundings, Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's/ GO's.
- Helping the needy - it involves the following activities:
- Blood Donation/Organ Donation, Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps, Tree plantation or growing of ornamental plants, Identification of needy women and providing help to them, provide coaching to needy students, guidance and counseling to older people and needy children.

Project Report

The students will maintain a project report on activities performed during community services.

Evaluation Criterion:

- Monthly assessment: 25 (per month)
- Performance: 10 marks
- Report: 5 marks
- Practical Viva: 5 marks
- Regularity: 5 marks

SEMESTER-IV

Course Title: Contemporary India & Education	L	T	P	Credits
Course Code: BED4250	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. develop an understanding of ideals, values and diversities in Indian education to be applied in teaching and learning
2. analyze the issues and policy frameworks in education
3. interpret the Indian constitution in the context of education
4. justify the recommendations of commissions

Course Content**Unit I****16 Hours**

Education (Indian and Western): Concept, need, aims of education
 Driving forces of Indian Society-Social, Economic, Political, Historical and Geographical, the unified and diversified forces promoting national integration
 Impact of liberalization, privatization, globalization and stratification on education in India

Unit II**16 Hours**

Educational Policies: NEP-1986 and NEP-2020, Programme of action-1992, National curriculum Framework for teacher education (NCFTE)- 2009, Right to Education Act-2009
 Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period
 Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Dispatch (1854) Gokhale Bill (1912) Sargent Report (1944)

Unit III

16 Hours

Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy

Concept of Social diversity at level of individual, caste, religion, minorities, languages, tribes.

Measures to promote equality of opportunities through educational programmes for special groups, socially disadvantaged and women.

Unit IV

16 Hours

Major recommendations of Secondary Education Commission (1952-1953), Indian Education Commission (1964-66)

Sarva Shiksha Abhiyan (SSA)

Rashtriya Madhyamik Siksha Abhiyan (RMSA)

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz.

Suggested Readings

- Suresh Bhatnagar, Samir Kumar Lenka, Neena Agarwal (2023). *Contemporary India and Education: R Lall Publisher.*
- Vindeswari Prasad Singh and Surender Pal Singh (2022). *Contemporary India and Education: Thakur Publication Pvt.Ltd.*
- Birbal Saha, Avijit Pandit, Gautam Saha, Rudra Prasad Sinha and edited by Mita Banerjee (2021). *Contemporary India and Education: Aaheli Publication.*
- Sen, D. (2016). *Higher education policies the Indian experience since independence. International Journal of Multi disciplinary Education and Research, 1 (10).*
- Sachdeva, M.S., Sharma, K.K., Kumar, C. (2015). *Contemporary India and Education: Twentyfirst century Publication.*
- Aggarwal, S., & Jca, O. (2010). *Landmarks in the History of Modern India. Vikas Publishing House.*
- Sodhi, T.S. and Suri, Aruna (2006). *Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.*

Course Title: Gender School and Society	L	T	P	Credits
Course Code: BED4251	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explain historical perspectives on gender roles and their evolution across family, education, and feminist movements.
2. identify issues related to gender bias, stereotypes, and inequalities in contemporary India, including constitutional provisions and policies.
3. evaluate the role of education in promoting gender sensitization, reproductive rights, and redressal of gender-based violence.
4. design gender sensitivity programs and training sessions to enhance awareness and promote inclusivity within educational settings.

Course Content

Unit I

16 Hours

Historical Perspectives on Gender Roles, Gender Roles in Family and Relationships, Gender Roles in Education, Women's rights and feminist movements.

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment Gender issues in contemporary India – Nature, constitutional provisions and policies.

Unit II

14 Hours

Gender bias in curriculum and pedagogy, Access to Education, Gender Stereotypes in Subject Choices and Career Aspirations, Gender Bias in School Policies and Practices Schooling and in textbooks, curricular choices, and the hidden curriculum. Gender-Inclusive School Practices Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality

Unit III

16 Hours

Defining reproductive rights: family planning, abortion, reproductive Healthcare, Role of education in preventing, sexual abuse and violence Linkages and differences between reproductive rights and sexual rights, redressal of sexual harassment and abuse. The perspective of society towards gender inequality

Unit IV

14 Hours

Awareness towards gender issues – family and society as an agent to promote gender awareness. Role of media (print and electronic) in Social construction of gender. Gender sensitivity Programme for educators, Designing a mini-training session for teacher trainees on gender awareness.

Transactional Mode

Panel Discussion, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, Flipped Teaching, Simulation, Lecture-cum-Demonstration, Seminars.

Suggested Readings

- Jain & Sarohe (2022) *Gender School and Society*, Pearson Education; 1st edition (31 May 2022); 15th Floor World Trade Tower, C01, Sector 16, Noida, Uttar Pradesh 201301
- Dr. Raminderjit Kaur (2020) *Gender School and Society*, Twenty First Century Publication
- Rajesh Makol , Lalita Makol (2018) *Gender School and Society*, Publisher Rajesh Makol.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>
- Ramachandran, Vimala (2009). *Mid-Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17- B, Sri Aurobindo Marg, New Delhi – 110016
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Flamer, UK.
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education*. National Focus Group, Position Paper New Delhi, NCERT.
- Ramachandran, Vimala (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.

Course Title: Creating Inclusive Schools	L	T	P	Credits
Course Code: BED4252	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the barriers of inclusive education, and differentiate between special, integrated, and inclusive education.
2. classify and describe the diverse needs of children with disabilities.
3. apply various teaching strategies like cooperative learning, peer tutoring, and multi-sensory learning to create inclusive classrooms.
4. analyze national policies and acts related to inclusive education and design inclusive school environments to support diverse learners.

Course Content

Unit I

12 Hours

Inclusive Education: meaning, concept and its importance, barriers in inclusive education. Strategies to ensure educational inclusion and overcoming obstacles.
(ii) Difference between special, integrated and inclusive education.

Unit II

12 Hours

Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
Sensory Impairment –Definition, identification and educational programme (Visual, hearing)

Unit III

11 Hours

Teaching strategies for inclusive education: Cooperative learning. Peer tutoring, social learning, and multi-sensory learning. Creating conducive environment in inclusive schools.

Creating and sustaining inclusive practices: Role of teachers, parents and community. Innovative practices and strategies for promoting inclusive education.

Unit IV

10 Hours

National Policy on Education 1986, Rehabilitation Council of India Act (1992). Persons with Disabilities Act (2016), RTE (2010).

Designing and managing inclusive school environments to support diverse needs of Persons with Disabilities

Activity Any one of the following: -

- a) Report on a visit to school practicing inclusion / Special School.
- b) Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Case Analysis, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum- Demonstration, Seminars

Suggested Readings

- Mangal, S., K., & Shubhra' Mangal (2019). *Creating an Inclusive School*. Phi Learning Pvt. Ltd. Bartlett, L. D., Weisenstein, G. R.
- Etscheidt, S. L. (2017). *Successful inclusion for educational leaders*. Prentice Hall.
- Karten, T. J. (2012). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Westwood P. (2006). *Commonsense Methods for Children with Special Educational*.
- Giuliani, G. A. and Pier Angelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crown Press, Sage Publications.
- Karant, P. and Rosario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Hegarty, S. and Alur, M. (2002). *Education of Children* Corwin Press. Sage Publishers.

Course Title: Indian Education	L	T	P	Credits
Course Code: BED4253	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to

1. Understand the Indian Education Pre-Vedic and Post Vedic Period
2. Critically analyse the Paravidhya and Apravidhya in Indian education
3. Examine the methods of Vedas, Jainism and Bhodhsim Education
4. Development the curriculum according to Vedas, Jainism and Bhodhsim

Course Content

Unit-I

7 Hours

Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimansa school of Philosophy

Unit-II

7 Hours

Paravidya: Relation between God and Self and Aparavidya: Vedas, Vedangas, Rituals, Astronomy, Ithihasas, Puranas, Ethics and Military sciences etc.

Unit-III

8 Hours

Methods of teaching: Vedic Education: - Saravana, Manana, Nididhyasana and Intuition/revelation Jainism – Matigyan, saruti Gyan, Avvidhiya gyan, Man: Paryav, Kaveleye

Bhodhsim- Direct and application Method, Lecture Method, Practice Method, Knowledge through conversation, Questioner answer Method

Unit-IV

8 Hours

Vedas- Mantel Development, Physical Development and Seprulity development, Jainism- Dravye, Astikay and Anistakay

Bhodhsim- four Arya Truth (Shabad Vidhya, Chikitasya Vidhya and Shilpasan Vidhya, Hetu Vidhya and Adhyatam Vidhya

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings

- Chaudhuri, Kirti N.: *Trade and Civilisation in the Indian Ocean*, CUP, Cambridge, 1985.
- Malekandathil, Pius: *Maritime India: Trade, Religion and Polity in the Indian Ocean*, Primus Books, Delhi, 2010.
- McPherson, Kenneth: *The early Maritime Trade of the Indian Ocean*, in: *ib.: The Indian Ocean: A History of People and The Sea*, OUP, 1993, pp. 16-75.
- Christie, J.W., 1995, *State formation In early Maritime Southeast Asia*, BTLV
- Christie, J.W., 1999, *The Banigrama in the Indian Ocean and the Java sea during the early*
- *Asian trade boom, Communarute's maritimes de l'ocean indien*, Brepols
- De Casparis, J.G., 1983, *India and Maritime Southeast Asia: A lasting Relationship*, Third
- *Sri Lanka Endowment Fund Lecture.*
- Hall, K.R., 1985, *Maritime Trade and State development in early Southeast Asia*,
- Honolulu. Walters, O.W., 1967, *Early Indonesian Commerce*, Ithaca.
- Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
- D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
- Chakravarti, Ranabir: *Merchants, Merchandise & Merchantmen*, in: Prakash, Om (ed.): *The Trading World of the Indian Ocean, 1500-1800 (History of Science, Philosophy and Culture in Indian Civilization, ed. by D.P. Chattopadhyaya, vol. III, 7)*, Pearson, Delhi, 2012

Course Title: Knowledge and Curriculum	L	T	P	Credits
Course Code: BED4254	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. distinguish between knowledge, information, belief, and truth.
2. discuss the principles of epistemology, including the validity of knowledge and the roles of teachers and students in knowledge construction.
3. analyze distinctions between knowledge and skills, teaching and training, and reason and belief.
4. examine the importance of nationalism, universalism, secularism, and values in education, along with approaches for inculcating values and promoting civic education.

Course Content

Unit I

12 Hours

Knowledge –Concept, nature and sources of knowledge, Definitions and types of knowledge (e.g., explicit, tacit, propositional). Epistemology: the study of knowledge, including its sources and validity. Distinctions between knowledge, information, belief, and truth. Role of teacher and student in construction of knowledge. Distinction between knowledge and skills, knowledge and information, teaching and training, reason and belief.

Unit II

10 Hours

Education for nationalism, universalism and secularism
Autonomy of teachers and learners – concept and barriers.
Education and values – concept, classification, sources, erosion, ways and means of inculcation of values.
Civic education and the development of national consciousness. National symbols and their pedagogical significance.

Unit III

11 Hours

Curriculum Meaning, objectives and components Determinants of curriculum-philosophical, sociological, and psychological.

Perspectives of curriculum- Traditionalist, Empiricist Reconceptualize and Social constructivists. Curriculum framework, curriculum and syllabus; their significance in school education. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of 'hidden curriculum' Curriculum visualized at different levels – National level, State level, School level and classroom level.

Unit IV

12 Hours

Approaches to curriculum development – subject centered, learner centered and community centered. Operationalizing Curriculum into learning situations, teachers' role in generating dynamic curriculum experiences through- flexible interpretation of curricular aims, contextualization of learning and varied learning experiences. Relationship between power, Ideology and the curriculum.

Transactional Mode

Video based teaching, Open Talk, Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project based learning, Flipped teaching, Lecture method, Seminars

Suggested Readings

- Ambika Prasad Sharma, Seema Dhyama (2023). *Knowledge & Curriculum*, ISBN: 9789386213488
- Rakheebrita Biswas Dr. Kausik Chakrabarti (2021). *Knowledge and Curriculum. (English Version)*, Aaheli Publishers.
- Earnest, Joshua, Gupta, Shashi Kant. (2019) *Outcome-Based Curriculum in Engineering Education*, Print Book ISBN: 9788195161195
- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. *Journal of Education and Practice*, 6(28), 91-96.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). *National curriculum framework for teacher education, 2009: A review of its perspectives and relevance*. *International Journal of Applied Research*, 1(9), 776-778.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.

- *National Council of Educational Research, & Training (India). (2005). National curriculum framework 2005. National Council of Educational Research and Training.*

Course Title: Foundations of Instructional Design	L	T	P	Credits
Course Code: BED4255	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. evaluate the principles of instructional design
2. apply Bloom's Revised Taxonomy, including digital and AI Bloom Taxonomy, to instructional design processes.
3. analyze various instructional design models in terms of their educational implications.
4. Evaluate contemporary instructional design models their usability and educational relevance.

Course Content

Unit

12 Hours

Historical Development of Instructional Design: Meaning, and importance, Principles of Instructional Design.

Bloom's Revised Taxonomy- Revised Bloom's taxonomy, how to use Bloom's 6 levels of learning (Digital and AI Bloom Taxonomy).

Unit II

10 Hours

ADDIE Model – nature and scope, stages, usability, educational implication. Merrill's Principles of Instruction - nature and scope, stages, usability, educational implication,

Dick and Carey Instructional Design Model Origin and development of the model, Components of the Dick and Carey Model.

Unit III

11 Hours

Integration Principle Gagne's Nine Events of Instruction - nature and scope, stages, usability, Educational implication
Charlotte Mason's Model of Instructional, Design Core Principles of Charlotte Mason's Instructional Design

Unit IV

12 Hours

ASSURE Model- nature and scope, stages, usability, educational implication.
4C/ID Model (Four Component Instructional Design)- nature and scope, stages, usability, educational implication.

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz.

Suggested Readings

- Reiser, R. A., & Dempsey, J. V. (2017). *Trends and issues in instructional design and technology* (4th ed.). Pearson.
- Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2019). *Designing effective instruction* (8th ed.). Wiley.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Van Merriënboer, J. J. G., & Kirschner, P. A. (2018). *Ten steps to complex learning: A systematic approach to four- component instructional design* (3rd ed.). Routledge.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler.
- Alessi, S. M., & Trollip, S. R. (2000). *Multimedia for learning: Methods and development* (3rd ed.). Pearson.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). *Principles of instructional design* (5th ed.). Wadsworth.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2019). *Instructional technology and media for learning* (12th ed.). Pearson.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional design* (3rd ed.). Wiley.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson.
- Reiser, R. A., & Dempsey, J. V. (2017). *Trends and issues in instructional design and technology* (4th ed.). Pearson.
- Merrill, M. D. (2012). *First principles of instruction: Identifying and designing effective, efficient, and engaging instruction*. Pfeiffer.

- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). *Principles of instructional design* (5th ed.). Wadsworth.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2019). *Designing effective instruction* (8th ed.). Wiley.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2019). *Instructional technology and media for learning* (12th ed.). Pearson.
- Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. Springer.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.
- Van Merriënboer, J. J. G., & Kirschner, P. A. (2018). *Ten steps to complex learning: A systematic approach to four- component instructional design* (3rd ed.). Routledge.
- Allen, M. W. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. ASTD Press.

Course Title: National Concerns and Education	L	T	P	Credits
Course Code: BED4256	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. comprehend the objectives of Universalization of Secondary Education (USE) and analyze related constitutional provisions under RTE-2009.
2. identify obstacles and challenges in achieving USE and propose strategies for overcoming them.
3. evaluate the role of National & State Human Rights Commissions in promoting and protecting human rights.
4. analyze the concepts of Population Education and suggest strategies for their effective implementation.

Course Content

Unit I

12 Hours

Universalization of Secondary Education (USE) - meaning, importance, goals, and Objectives of Universalization of Secondary Education (USE). Obstacles/challenges and strategies to attain Universalization of Secondary Education.

Equality of Educational Opportunities. Constitutional provisions to USE concerning RTE-2009 and its provisions. Measures taken by the government, community, Panchayat Raj Institutions and schools in attaining USE.

Unit II

10 Hours

Historical backdrop of Universal Declaration of Human Rights. Indian Constitution & Human Rights. Rights & provision of women & children- violation & measures to protect. National & state Human Rights Commissions-structure

and functions. Human Rights Education-meaning and objectives. Promotion of Human Rights culture and values among children - scholastic and co- scholastic programs.

Unit III

11 Hours

Population Education-meaning and objectives, measures to achieve stability in population growth.

Population growth: factors affecting, consequences of population growth. Environmental Education- meaning and objectives. Environmental pollution types, causes, consequences and measures.

Sustainable Development – Concept, importance and strategies. Eco friendly life style. Multi-culture Education- meaning, importance and strategies.

Unit IV

12 Hours

Life Skills-Meaning and importance. 21st Century Skills. Role of family and society and educational institutions in promoting life skills.

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz

Suggested Readings

- Anjan Saikia etl., *Population Education*. APH Publishing Corporation, New Delhi. 2011.
- Appa Rao Alla., *Learning Disabilities*. Neelkamal Publications, Hyderabad. 2014
- Basu Durga Das., *Introduction to the Constitution of India*. Lexis Nexis, Hyderabad. 2008
- Bhaskara Rao Digumarti., *Education for All, Issues and Problems*. APH Publishing Corporation, New Delhi 2014 175
- Bhaskara Rao Digumarti., *Education for All, The Global Consensus*. APH Publishing Corporation, New Delhi 2014.
- Bhaskara Rao Digumarti., *Education for All, Mid-decade review, Reports of Regional Seminars*. APH Publishing Corporation, New Delhi 2014.
- Bhaskara Rao Digumarti., *Education for All, Achieving the goal, the global consensus*. APH Publishing Corporation, New Delhi 2014.
- DSERT., *Gender Issues- A Resource Book*. DSERT Bangalore.
- Haseen Taj H.T., *Current challenges in Education*. Neelkamal Publications Pvt., Ltd. Hyderabad – 2005.
- HaseenTaj H.T., *Education and National Concerns*. Neelkamal Publications Pvt., Ltd. Hyderabad – 2008.

- NCERT., *Training and Resource materials in Adolescence Education*. NCERT, New Delhi – 2013.
- NCERT., *Adolescence Education Programme, Training and resource materials*. NCERT, New Delhi – 2012.
- NCERT., *Adolescence Education*. NCERT New Delhi.
- NCERT., *Training and Resource materials on Adolescence Education programme*. NCERT, New Delhi – 2013

Course Title: Women Education	L	T	P	Credits
Course Code: BED4257	3	0	0	3

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to: analyze the various aspects of women's education

1. analyze the transition of women's status through different ages.
2. examine the concept of women empowerment, indicators, and ways for empowerment.
3. identify and discuss various issues related to women, and their impact on social justice and empowerment.
4. analyze the role of media, modernization, and entrepreneurship in transforming women's status.

Course Content

UNIT I

12 Hours

Women Education: Meaning, need and scope, Transition of status of women through ages. Girl child education: Need, facilities, policies, present and futuristic plans of girl child education. Problems in educating girl child, Drop out: Meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.

UNIT II

12 Hours

Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self-help groups. Socio-psychological determinants of women's education, Education of women of minority communities. Women's Rights: Right to education, work, property, maintenance, equality, right against exploitation.

UNIT III

12 Hours

Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extramarital affair and NRI deserted wives. Domestic violence: Meaning, types, causes, and ways to avoid domestic violence. Female feticides, infanticide, early child marriage, and girl child labor. Need, ways to achieve a quality of life for women; social justice and empowerment

UNIT IV

12 Hours

Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources. Research in women education: Areas, literature, and trends. Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
- Ozman, H. A., & Craver, S. M. (2011), *Philosophical foundations of education*. Boston, USA: Allyn& Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Rao, B. (2008). *Women Education*. Discovery Publication: New Delhi.
- Singh, U.K et.al. (2005). *Women Education*. Common Wealth Publishers: New Delhi.
- Tripathy S.N. (2003). *Women in Informal Sector*. Discovery Publishing House: New Delhi.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.