

GURU KASHI UNIVERSITY



Bachelor of Education

Session: 2024-25

Department of Education

Faculty of Education & Information Sciences

Graduate Outcomes of the Programme:

The graduates will possess a solid foundation in educational principles and theories; have a deep understanding of various teaching methods and strategies, enabling them to design effective instructional approaches, tailored to diverse learner; empowered to create engaging and impactful learning experiences for students.

Course Learning outcomes:

After completion of the program, the learner will be able to:

1. Analyze complex teacher education problems, reaching well-supported conclusions using relevant principles and approaches.
2. Design solutions for complex teacher education problems, addressing public health, safety, cultural, societal, and environmental considerations.
3. Apply appropriate techniques, resources, and modern it tools, including prediction and modeling, to teacher education activities, understanding their limitations.
4. Apply teacher education knowledge and pedagogy to interdisciplinary courses, developing 21st-century skills to tackle current educational and employment challenges.
5. Assess societal, health, safety, legal, and cultural issues relevant to teacher education, understanding the impact of professional solutions in societal and environmental contexts, and demonstrating the need for sustainable development.
6. Recognize the need for and engage in independent, lifelong learning, adapting to technological changes and continuously improving professional practice.

Program Structure

SEMESTER – I						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED102	Childhood and Growing Up	Core	4	0	0	4
BED103	Language Across the Curriculum	Compulsory Foundation	2	0	0	2
BED106	Understanding Discipline and Subject	Core	4	0	0	4
BED131	ICT in Education	Foundation Elective	2	0	0	2
Discipline Electives (Select any one of the following)						
BED133	Guidance and Counselling	Discipline Elective	3	0	0	3
BED105	Distance and Open Learning					
BED134	School Management and Administration					
Pedagogy of School Subject Groups-I and II (Select any two of the following)						
XXX	Pedagogy of Teaching Subject – I	Pedagogical Skill/DE	3	0	0	3
XXX	Pedagogy of Teaching Subject – II		3	0	0	3

BED149	Psychological health and wellness	Multi-Disciplinary	3	0	0	3
XXX	XXX	Inter-Disciplinary	2	0	0	2
Total			26	0	0	26
Inter-Disciplinary (For another Department)³						
OEC061	21 ST Century Skills	Inter-Disciplinary	2	0	0	2

Pedagogy of School Subject Groups I and II (Select any two of the following)	
BED136	Pedagogy of English
BED137	Pedagogy of Punjabi
BED138	Pedagogy of Hindi
BED139	Pedagogy of Social Science
BED140	Pedagogy of Economics
BED141	Pedagogy of History
BED142	Pedagogy of Sociology
BED143	Pedagogy of Political Science
BED144	Pedagogy of Commerce
BED145	Pedagogy of Mathematics
BED146	Pedagogy of Science
BED147	Pedagogy of Life Science
BED148	Pedagogy of Music
BED150	Pedagogy of Fine Arts

SEMESTER – II						
Corse Code	Course Title	Type of Course	L	T	P	Credits
BED201	Learning & Teaching	Core	4	0	0	4
BED204	Pre-Internship- (4 weeks)	Teaching Skill	0	0	0	4
BED205	Assessment for Learning	Core	4	0	0	4
BED245	Wellness and Fitness Education	Compulsory Foundation	2	0	0	2
BED246	Wellness and Fitness Practicum	Skill Based	0	0	2	1
XXX	Pedagogy of School Subject-I	Pedagogical Skill/DE	3	0	0	3
XXX	Pedagogy of School Subject-II	Pedagogical Skill/DE	3	0	0	3
BED230	ICT Application	Skill Based	0	0	2	1
BED299	XXX	MOOC	-	-	-	2
Value Added Course						
BED231	Development of Educational System in India	VAC	2	0	0	2
Total			18	0	4	26

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

BED232	Pedagogy of English
BED233	Pedagogy of Punjabi
BED234	Pedagogy of Hindi
BED235	Pedagogy of Social Science
BED236	Pedagogy of Economics
BED237	Pedagogy of History ⁵
BED238	Pedagogy of Sociology

SEMESTER -III						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED301	School Internship (16 weeks)	Teaching Skill	0	0	0	16
BED303	Community Engagement/Service Learning	Ability Enhancement	0	0	0	2
BED399	XXX	MOOC	-	-	-	2
Total			2	0	0	20

BED239	Pedagogy of Political Science
BED240	Pedagogy of Commerce
BED241	Pedagogy of Mathematics
BED242	Pedagogy of Science
BED243	Pedagogy of Life Science
BED244	Pedagogy of Music
BED247	Pedagogy of Fine Arts

SEMESTER – IV						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED401	Gender, School, and Society	Core	4	0	0	4
BED403	Knowledge and Curriculum	Core	4	0	0	4
Discipline Electives (Select any two from the following)						
BED411	Creating Inclusive Schools	Discipline Elective	3	0	0	6
BED412	Contemporary India & Education		3	0	0	
BED415	Foundations of Instructional Design		3	0	0	
Discipline Electives (Select any two from the following)						
BED416	National Concern and Education	Discipline Elective	3	0	0	6
BED417	Human Rights Education		3	0	0	
BED418	Women Education		3	0	0	
Value Added Course						
BED414	Value Education	VAC	2	0	0	2
Total 22			22	0	0	22
Grand Total			66	0	4	94

Evaluation Criteria for Theory Courses

A. Continuous Assessment:	[25 Marks]
CA 1 - Surprise Test (Two best out of three)	(10 Marks)
CA 2 - Assignment(s)	(10 Marks)
CA 3 - Term paper/Quiz/Presentations	(05 Marks)
B. Attendance	(5 marks)
C. Mid Semester Test-1:	[30 Marks]
D. End-Term Exam:	[40 Marks]

SEMESTER – I**Course Title: Childhood and Growing Up****Course Code: BED102**

L	T	P	Credits
4	0	0	4

Total Hours: 60**Learning Outcomes**

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

1. summarize theoretical perspectives and stages of human development
2. justify the causes of individual differences among individuals
3. comprehend different methods and techniques for the assessment of personality, intelligence
4. explore the influences of family, school and society on the growth and development and creativity of the child

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

Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development

Stages of Childhood & Adolescence period, Dimensions of Individual development: Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship, Individual differences in growth and development

Unit II**16 Hours**

Relevance & applicability of Various Theories of Development: Erickson (Psycho-Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory). Role of Home, School and Society in cognitive, affective and conative development

Unit III**14 Hours**

Intelligence: Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence

Personality: Concept and ⁹ Theories of Personality (Kretschmar, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Unit IV**14 Hours**

Concept of creativity, difference between creativity and intelligence, Identification of creative child Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, quiz etc. Concept and dimensions of well-being and factors affecting well-being.

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.
- Obert, S. Feldman-(2009). Understanding Psychology Tata McGrawHill
- 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 McGraw Hill Publishing Company New York.

Web Sources

- [https://www.google.co.in/books/edition/childhood_and_growing_up/tqajdwaaqbaj?hl=en&gbpv=1&printsec=front cover](https://www.google.co.in/books/edition/childhood_and_growing_up/tqajdwaaqbaj?hl=en&gbpv=1&printsec=front_cover)
- <https://www.learningclassesonline.com/2020/10/childhood-and-growing-up10.html>
- <https://www.pupilstutor.com/2021/05/childhood-and-growing-up-pdf.html>

Course Title: Language Across the Curriculum

Course Code: BED103

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After Completion of this course, the Learner will be able to:

- comprehend the basic language skills
- compare the various textbooks of different courses
- enhance their listening, reading, writing skills
- use language as an effective means of communication

Course Content

Unit I 8 Hours

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

Unit II 8 Hours

Concept formation, Language of textbooks in different courses at different levels Primary, Middle, Secondary.

Unit III 7 Hours

Listening, Speaking, Reading and Writing
Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability

Unit IV 7 Hours

School language and home language; Language as an aspect of teacher-child relationship
Distinction between language as a school-subject and language as a means of learning and communication

Transactional Mode

Video based Teaching, Open talk, Dialogues, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning

Suggested Readings

- Anil Kumar (2022). *Language Across the C*

urriculum. Dr. Bhim Rao University. Thakur Publication Pvt. Ltd.

- 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 BookDepot.*
- S. Krishna Kumari (2018). *Language Across the Curriculum: Agarwal Publications.*
- Santosh Areekkuzhiyil, Sushil Dogra (2016). *Language Across the Curriculum: Neelkamal Publication.*

Course Title: Understanding Discipline and Subject

Course Code: BED106

L	T	P	Credits
4	0	0	4

Total Hours: 60

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. develop understanding on various disciplines and courses
2. elucidate the nature and changes in disciplines and courses in terms of social, political and intellectual context
3. differentiate between academic disciplines and school courses
4. design and draft the curriculum

Course Content

Unit I

16 Hours

Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses
Core ideas of Developing Discipline: Meaning and organization
Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

Unit II

16 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

14 Hours

Meaning of correlation/relationship, correlation between academic disciplines and school courses, effects on curriculum framework

Unit IV

14 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
- Dr. Malayendu Dinda (2020). Reading and Reflecting on Texts. Rita Publications.
- 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. & Stacey B.O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
- Bruner, J.S. (2006). In Search of Pedagogy, Vol-I & II, (he selected works), Lon son: Routledge.
- NCERT (2005). National Curriculum Framework. New Delhi.
- Butchvarov, P. (1970). The Concept of Knowledge. Evanston, Illinois: Western University Press.

Course Title: ICT in Education**Course Code: BED131**

L	T	P	Credits
2	0	0	2

Total Hours: 30**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze concept, characteristics and importance of ICT
- summarize the Theoretical frame work of ICT integration
- integrate technology in classroom setting for teaching & learning
- justify the usage of digital content creation in teaching learning process

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**

Theoretical Frameworks for ICT Integration in Education: Constructivism and ICT integration
New trends in ICT: Smart classroom, online resources in learning, ICT applications to transact, evaluate, demonstrate and interact.

Unit III**6 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**9 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, ¹⁵important and Contemporary AI tools.

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: Gully baba 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: Guidance and Counselling
Course Code: BED133

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- exemplify new trends and demands in the field of guidance
- analyze various approaches of counselling
- plan counselling sessions to remove barriers in understanding process
- utilize various techniques to understand individuals

Course Content

Unit I

12 Hours

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

Unit II

11 Hours

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to counselling, counselling interview

Minimum programmes and organization of guidance and counselling services at secondary level, and principles of organization

Unit III

10 Hours

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

Unit IV

12 Hours

Techniques of understanding an individual:
 Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests), Qualitative techniques: (Cumulative¹⁷ 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, Demonstration, Project Based Learning, Flipped Teaching, Simulation, 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**Course Code: BED105**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Course Outcomes**

After Completion of this course, the Learner will be able to:

- evaluate teaching in the light of open and distance education
- outline various roles and responsibilities of the teacher and students in distance and open learning
- justify the use of technological applications in open and distance learning
- 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
Theories of distance education, Various Modes and Models of Distance Education
Recommendations regarding Distance Education in Indian perspective: NEP 1986 and 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, established Web based Models for Distance 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: Assignment, Tests, Examination

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

Course Code: BED134

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- critically analyze the operational aspects of school management
- justify the need for leadership qualities among the school teachers and students
- conduct co-curricular activities and programs
- critically analyze academic system of the school

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

12 Hours

Leadership: Concept, 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 (at school level, Block District, State level).

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, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, 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: Psychological Health and Wellness

Course Code: BED134

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- Understand the concepts of mental health and wellness.
- Identify factors that contribute to psychological well-being.
- Explore different psychological disorders and their impact on health.
- Learn strategies for stress management and emotional regulation.
- Develop skills for enhancing personal wellness and supporting others.

Course Content

Unit I

12 Hours

Historical perspectives on mental health, Overview of course objectives and expectations.

Psychological Health/Hygiene: Concept and Objectives, Factors effecting Mental Health Definitions of health and wellness

Unit II

12 Hours

Positive psychology, Maslow's hierarchy of needs, Self-determination theory

Mental health in different populations (children, elderly, etc.) Cultural considerations in mental health. Technology and mental health (teletherapy, apps, etc.) Ageing Characteristic of physically healthy behavior; Exercise and Nutrition.

Unit III

11 Hours

Physical Wellbeing: concept and issues related to Health, Fitness and Emotional Wellbeing: concept and dimensions of Emotional Intelligence and

Resilience.

Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness

Unit IV

10 Hours

Assessing personal health and wellness, setting realistic goals, Creating

a comprehensive wellness plan, Yoga: History and Objectives; Guidelines for Yogic Practice.

Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm, Mudra, Bandh, Dharna and Dhyaan

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- Bahadur, M. (1995). Mental health in theory and practice. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). Mental health in education. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). Mental hygiene: The dynamic of adjustment (3rd Ed.) Chicago Press.
- Garg, B. R. (2002). An introduction to mental health. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counseling and guidance. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). Psychology and mental health. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). Guidance and counselling. New Delhi: Centrum Press.
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Sinha, A.K., & Dutt. (1982). The concept of mental health in India and western psychologies. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). Mental health through education. New Delhi: Vision Books Publications.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (19520). The psychology of mental health. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). Mental health

Course Title: 21st Century Skills**Course Code: OEC061**

L	T	P	Credits
2	0	0	2

Total Hours: 30**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- critically analyze the barriers to effective communication
 - adapt skills to assess and enhance critical thinking
 - practice various strategies to integrate problem-solving skills across disciplines
1. integrate ICT in evaluation, administration and other activities

Course Content**Unit I****7 Hours**

Introduction to 21st-century skills: Definition and framework of 21st-century skills, significance, and relevance in the education landscape, Global perspectives on the need for 21st-century skills, need and Importance of 4 'C'. Communication: Process of communication, encoding medium and decoding, Barriers to effective communication, strategies to improve communication skills

Unit II**8 Hours**

Critical Thinking: Concept, and importance of critical thinking, and its components, examples of critical thinking skills, Strategies for promoting critical thinking in the classroom, and integrating problem-solving skills across disciplines. Role of school environment in promoting critical thinking.

Unit III**7 Hours**

Creativity: Nurturing creativity in educational settings, Techniques for fostering innovative thinking, encouraging activities to develop creativity in students, Divergent Thinking, Characteristics of a creative person.

Unit IV**8 Hours**

Collaborative Learning: concept and scope, elements of collaborative learning, advantages²⁵ of collaborative learning, the importance of collaboration and teamwork, Effective communication strategies for educators, Creating opportunities for collaborative learning.

Digital Literacy and Information Literacy: Digital tools and resources for educational purposes, Evaluating and using information ethically, and enhancing digital literacy skills in the classroom.

Transactional Mode

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

Suggested Readings

- *21st Century Skills a Handbook (2020). The Secretary, Central Board of Secondary Education, Shiksha Kendra2, Community Centre, Preet Vihar, New Delhi.*
- *Anil Kumar (2020). 21st century Skills Book: Central Board of Secondary Education New Delhi.*
- *Tuhovasy, Ian (2020). Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking (Master Your Communication and Social Skills). Kover to Kover Editing, New York.*
- *Anupam Rajak (2020). 21st Century Skills and Education: Notion Press.*
- *Yuval Noah Harari (2019). 21 lessons for the 21st Century: Vintage Publisher.*
- *Bernie Trilling and Charles Fadel (2012). 21st Century Skills, Learning for Life in our times: Jossey-Bass Publisher.*
- *James Bellanca, Ron Beandt, Linda Darling, Hammond (2010). 21st Century Skills: Solution Tree Publication.*
- *Chand, J. (2010). Psychological Foundations of Education. New Delhi, Anshah Publishing House.*
- *Baron, R.A. (2007). Psychology. India: Porling Kindersley & Pearson Education.*
- *Mangal, S.K. (2006). Advanced Education Psychology. New Delhi: Prentice Hall of India.*
- *Hurlock, E. B. (2004). Developmental Psychology: A Life Span Approach (5th Ed. ²⁶ New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*

Course Title: Pedagogy of English**Course Code: BED136**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze the linguistic principles and structures of the English language.
- apply instructional objectives and learning outcomes in the development of lesson plans for teaching English.
- evaluate different language teaching methodologies and approaches, considering their merits, limitations, and applicability in diverse contexts.
- design and implement assessment and evaluation methods, including e-testing, for monitoring student progress and learning outcomes.

Course Content**Unit I****12 Hours**

Introduction to language –Meaning, definition, functions, linguistic principles of learning language.

Structure of English language-phonological Structure-Mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes vowels and consonants, Stress Intonation, Rhythm, Consonant Clusters, Minimal Pairs, their meaning and practice, Morphological structure of English –meaning and importance –meaning of morphemes Types- free and bound: -affixes, prefixes and suffixes- derivational suffixes, verb forms, adjectives and adverbs.

Syntactic structure of English –meaning and importance -basic sentence pattern; phrases and clauses.

Unit II**13 Hours**

Objectives of teaching English –instructional objectives, classification based on Blooms Anderson taxonomy- stating of instructional objectives and learning outcomes Lesson plan format, regular and unit lesson plan teaching of prose, objectives²⁷, and steps.

Teaching of Poetry-Objectives and steps, teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition,

activities and exercises to develop composition, remedial work.

English language teaching situation in India and its historical background, Need and importance of teaching English, Aims-literary, cultural, utilitarian and creativity. Use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles.

Unit III

10 Hours

Bilingual method –meaning- principles-merits and limitations Direct method –meaning –principles-merits and limitations

Structural Approach-meaning, principles-criteria for selection and gradation of structures ways of teaching structures –substitution table- its importance, types-preparation, uses and practice in relation to secondary school texts-merits and limitations

Communicative Approach –meaning, features – principles -merits and limitations, Eclectic Approach.

Suggestopedia-meaning, principles, merits and limitations

Constructivism in ELT (NCF 2005/2009): Meaning, importance, sets of five- ‘E’ model

Unit IV

10 Hours

Listening: components –barrier in listening, activities to develop listening comprehension.

Speaking –components-objectives-barriers to speaking – need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading; Mechanics of reading; Methods of teaching reading; Types of reading, reading aloud and silently, intensive and extensive reading; Types of reading comprehension –activities to develop testing reading comprehension.

Writing –its components, objectives of teaching written expression.

Hand writing –characteristics of good hand writing – Mechanics, causes for poor²⁸handwriting ways of improving handwriting.

Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

Evaluation in teaching of English. Concept of unit test, blue print, construction of objective based test (practical activity-question paper) E-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, 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.*
- *Geetha Nagaraj-Trends in teaching of English-MacMillan publication*
- *Gimson, Introduction to pronunciation-OUP*
- *Gleason S-Descriptive linguistics-OUP*
- *Gosh R. N.-History of teaching English in India-MacMillan Publication Hyderabad*
- *Krishna Swamy –Modern English grammar, Orient long lam publication, Hyderabad.*
- *Mudambadithaya. G. Teaching of English*
- *Palmer H. E.-Grammar –Oxford university press, London*
- *Pitcoder, Introduction to linguistics-CUP*
- *Stern H. H. –History of teaching of English –Oxford university press -London*²⁹
- *Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press*

Course Title: Pedagogy of Punjabi
Course Code: BED137

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੌਸ਼ਲ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
- ਪਾਠਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂੰ ਹੋਣਗੇ।
- ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

ਪਾਠ ਸਮੱਰਗੀ

ਇਕਾਈ 1

ਘੰਟੇ 11

ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
 ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
 ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚ ਮਹੱਤਵ।

ਇਕਾਈ 2

ਘੰਟੇ 11

ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
 ਅਸੁੱਧ 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, ਸੁਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੈਨ ਪਾਠ ਦਾ ਮਹੱਤਵ
 ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

ਘੰਟੇ 11

ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ, ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆ ਦਾ ਵਿਕਾਸ।
 ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ ਦਾ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

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ਇਕਾਈ 4

ਘੰਟੇ 12

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

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

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

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

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

- ਨਿਰਧਾਰਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਕਾਣ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) 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 ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ. ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

Course Title : Pedagogy of Hindi**Course Code : BED138**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Course Outcomes**

सम्पूर्ण पाठ्यक्रम के रुचिपूर्वक अध्ययन उपरान्त छात्र समझने के योग्य हो जायेंगे

- 1 विद्यार्थी हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी भाषा के सिद्धान्त 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
- 5 विद्यार्थी हिंदी भाषा में कविता, निबंध, नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content**इकाई (क)****11 Hour**

हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
भाषा की भूमिका-समाजमें, विद्यालय में, तथा शिक्षा के माध्यम के रूपमें ।
हिंदी शिक्षण के सिद्धान्त और सूत्र ।

इकाई (ख)**11 Hours**

श्रवण कौशल-अर्थ, उद्देश्य, गुण, विधियाँ ।
मौखिक अभिव्यक्ति-अर्थ, उद्देश्य, गुण, विधियाँ ।
पठनकौशल-अर्थ, उद्देश्य, (कहानी, कविता) ।
लेखन कौशल-अर्थ, उद्देश्य, सोपान एवं विधियाँ ।

इकाई (ग)**11 Hours**

1 पुस्तकालय की विशेषतायें
हिंदी पढ़ने-पढ़ाने की चुनौतियाँ ।
हिन्दी अध्यापक के गुण एवं चुनौतियाँ ।

इकाई (घ)**12 Hours**

सहायक शिक्षण सामग्री-अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचारपत्रों, रेडियो
कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग । (निबंध, पत्र, रिपोर्ट लिखने का अभ्यास)
पाठ योजना-अर्थ, महत्व, उद्देश्य और सोपान

प्रायोगिक कार्य

अंग्रेजी तथा क्षेत्रीय भाषा के अनुच्छेद का हिंदी में अनुवाद।

अपनी पसंद की किसी निम्न में से किसी एक साहित्यिक विधा पर तीन मौलिक रचनाएँ (कविता, लघुकथा, निबंध, नाटक, सम्वाद)।

पुस्तक सूची :

- जीत, योगेन्द्रभाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तक मंदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण, नई दिल्ली : धनपतराय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि, किताब घर, जालन्धर, पंजाब
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियाँ, प्रकाश पब्लिशर, ब्रदरज बराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन, नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण, लायल बुक डिपो, मेरठ,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसरसुधार पब्लिकेशन सुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना,
- शर्मा, ज्योतिभ नोट, हिन्दी शिक्षण, पुस्तक सदन, टण्डन पब्लिकेशन, लुधियाना:

Course Title: Pedagogy of Social Science
Course Code: BED139

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- analyze the historical, cultural, and geographical aspects of India.
- apply interdisciplinary approaches and instructional objectives in teaching social sciences.
- evaluate the different pedagogies and strategies in the Social science teaching and learning process.
- design instructional plans at different levels, including unit level, lesson level, and process level.

Course Content

Unit I

13 Hours

India and the World, Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam- origin, growth, teachings/principles, spread and expansion.

World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features, and its contributions.

Physical Features of India: Major geographical divisions and its importance (Himalayan Mountain Ranges, River plains, Desert, Deccan Plateau, and Coastal Plains).

The Earth- Structure, size & shape, continents and oceans, latitudes and longitudes, layers of earth, structure, composition, internal and external forces.

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.

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. Basics of economics-meaning.

Importance, resources and economic activities.

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**10 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. Social Constructivism- meaning, importance, steps of five ‘e’ model. Decision making – meaning, syntax and implications.

Unit IV**10 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.

Transactional Mode

Open talk, Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture-cum-demonstration, 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.
- 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
Course Code: BED140

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- explore the relationship of Economics with other subjects.
- analyze need and importance of teaching & learning of Economics as a course
- utilize appropriate skills, techniques and strategies of teaching of Economics
- critically evaluate the Economics unit plans and lesson plans on various topics

Course Content

Unit I

13 Hours

Basics of economics- meaning. Importance, resources and economic activities.

Historical development of Economics as a school Course, Nature, scope and importance of Economics Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05. Sectors of Indian Economy - Agriculture and National Economy - Poverty as challenge

Unit II

12 Hours

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

Unit III

10 Hours

Experiential learning –meaning, phases, and implications (David Kolb). Interactive verbal learning- meaning, phases, and implications. Strategies –co-operative learning - “learning together model”- ³⁷ steps and implications. Social Constructivism- meaning, importance, steps of five ‘e’ model. Decision making – meaning, syntax, and

implications.

Unit IV

10 Hours

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

Transactional Mode

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, 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. 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, Tirath, Arjinder; Pargat Singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

Course Title: Pedagogy of History**Course Code: BED141**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****12 Hours**

India and the World, Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam-origin, growth, teachings/principles, spread and expansion.

World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features and its contributions.

Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas.

The First World War: Causes and its consequences

The Second World War: Causes and its consequences, setting up of UNO

Unit II**10 Hours**

Concept, scope, and importance of teaching History. Inter-disciplinarily nature of History.

Objectives of Teaching history according to NCF 2005.

Instructional Objectives- Bloom and Loraine Anderson.

Unit III**12 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.

Social Constructivism- ³⁹meaning, importance, steps of five ‘e’ model. Decision making – meaning, syntax and implications.

Unit IV**11 Hours**

Instructional Designing – Meaning and Levels of designing-unit level, lessonlevel and process level.

Format for lesson designing-evaluation approach, Harbartian and 5 E. CCE in History.

Preparation of test format in History.

Transactional Mode

Open talk, Panel Discussions, Collaborative Teaching, Group Discussion, Brain Storming, 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
- 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**Course Code: BED142**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****11 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
 Brief Contributions of Social Thinkers: Shri Guru Nanak Dev ji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

Unit II**11 Hours**

Meaning, nature, scope and importance of sociology in modern context.
 Relation of Sociology with other Courses: Political Science, History, Literature (languages), 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 method⁴¹ (e) Project method (f) Survey method
 Modern techniques and Devices:

Assignment (b) Seminars (c) Symposium (d) Dramatization
 (e) Illustration
 (f) Questioning (g) Socio-metric technique
 Sociology text-book - importance and qualities,
 Supplementary material: Magazines. Journals
 Newspapers, reference books

Unit IV

12 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

Transactional Mode

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, 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**Course Code: BED143**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****11 Hours**

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.

SAARC- Formation and activities

Indian constitution: Preamble, features and structure of parliament and judiciary.

Unit II**11 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 and Market studies - Analytical method / Single Commodity analysis method

- Project method - Problem solving method Laboratory
Method Techniques – Review - Field work – interview

Unit IV

12 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, O.H.P., T.V. films, computer, radio, maps, globe, graphs

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, 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**Course Code: BED144**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****11 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).

Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit II**12 Hours**

Meaning and Importance of commerce Meaning of commerce, History of India's Freedom Movement in Commerce - Correlation of Commerce with Economics, Math, Geography, Social Science. Importance of Commerce in School Curriculum and in daily life.

Aims and objectives of teaching Commerce - General aims and objectives of teaching Commerce. Aims of Teaching Commerce –Utilitarian, Cultural, Economic and Social. 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**10 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**12 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 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, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method

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
- Kochhar, S.K., (1997). *Methods and Techniques of Teaching*. Sterling Publishers Pvt. Ltd.
- 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**Course Code: BED145**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- apply mathematical concepts and principles of secondary level math content
- analyze the nature of mathematics and apply Anderson's revised Bloom's taxonomy in specifying instructional objectives.
- implement the Five E model in mathematics teaching and facilitate collaborative and cooperative learning strategies.
- design unit plans with suitable instructional and select appropriate instructional content and specify instructional objectives

Course Content**Unit I****10 Hours**

Content of 6th, 7th, 8th and 9th Std. syllabus - Rational Numbers, Sets, Factorization, LCM and HCF, Division of polynomials: linear equation, simultaneous equation ratio and proportion.

Commercial mathematics, Data Handling, lines and angles; Triangles - construction and theorem on triangles, congruency of Triangles, Quadrilaterals.

Unit II**12 Hours**

Nature of mathematics, Meaning and characteristics of mathematics; mathematical reasoning, Geometric thinking (Van Hiele model); Axioms, Postulates and Theorems -converse, inverse and contra positive –proofs and different types of proofs, Difference between proof and verification. 2.2. Content categories of mathematical knowledge – Facts, Concepts, Generalizations and procedures.

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

Five E model – Five stages - engage, explore, express, expand, evaluate Approaches and models of teaching mathematics – Inductor - deductive approach; Analytic –synthetic Approach; Guided discovery approach; Concept Attainment Model.

Techniques of learning mathematics – Problem solving technique, Oral work and written work, Drill work and concept mapping.

Collaborative learning and Cooperative learning strategies – learning together technique, jigsaw technique - steps.

Unit IV

12 Hours

Preparation of unit plan, selecting the content for instruction, content analysis; stating the instructional objectives and task analysis; analyzing and selecting suitable teaching methods, strategies, techniques and models; identifying and developing teaching learning materials (including ICT), selecting suitable evaluation tools and strategies, lesson planning based on evaluation approach.

Evaluation in mathematics: Construction (steps) and use of achievement test in mathematics for summative assessment

Transactional Mode

Video-based Teaching Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Flipped Teaching, Quiz, Simulation, Lecture method, 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**Course Code: BED146**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze the effects and applications of heat including the use of laboratory and clinical thermometers, explore temperature scales and conversions.
- construct the instructional revised taxonomy of educational objectives from the constructivist perspectives.
- evaluate different teaching methods and constructivist approach in teaching.
- design lesson plans based on the 5e model and lecture-demonstration method.

Course Content**Unit I****12 Hours**

Heat - Meaning of heat and temperature, difference between heat and temperature, Effects and applications of heat - Laboratory and Clinical Thermometer, Temperature scales and conversions.

Light - Meaning of light, Reflection of light and laws of reflection, image formation in Concave mirror - Refraction of light, total internal reflection and its effects, Dispersion of light

Nature of Matter - States of matter, Elements, compounds and mixtures- meaning, characteristics, Separation of mixtures - Metals, non-metals, and metalloids- meaning and properties

Atom - Meaning of an atom; Structure of an atom; Dalton's theory, Rutherford-Bohr model - Chemical bonding; meaning and types

Unit II**12 Hours**

Meaning and Nature of Physical Science-Nature, process, product, facts, phenomenon, concepts, laws and theory

Scientific Method- meaning, steps (9 steps) and advantages.

Scientific Attitude- meaning, characteristics of an individual with scientific attitude, techniques of developing scientific attitude among students.

Aims and objectives of teaching physical 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

Lecture demonstration method, Inductive-deductive method and Project method-meaning, Steps, merits and limitation

Constructivist Approach-meaning and principles - 5-E model- Engage, Explore, Explain, Elaborate and Evaluation - 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

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

Meaning and importance of Achievement tests and 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, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture -cum-Demonstration

Suggested Readings

- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- 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: Vivek Publication
- 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.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.
- Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deep pub.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation

Course Title: Pedagogy of Life Science
Course Code: BED147

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the Learner will be able to:

- analyze the body organization in organisms and understand their basic adaptations
- construct the specific instructional objectives based on revised Bloom's taxonomy
- evaluate different approaches of teaching Biological Science
- design the annual plans, unit plans, and lesson plans related to life science.

Course Content

UNIT I

10 Hours

Body organization in organisms (Basic adaptation in fish, Bird, Dolphin, Polar bear), Structure and function of animal and plant body.

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**13 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.

Models of teaching Biological Science- meaning, importance and steps of inquiry training model and 5'E'-Model.

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**11 Hours**

Lesson plan: meaning, importance, steps and format.

Unit plan: meaning, importance, steps and format.

Unit Test: meaning, importance, steps of construction.

Evaluation-meaning, types, Achievement test in Biological Science.

Continuous and Comprehensive Evaluation (CCE) in Biological Science.

Transaction 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.*
- Miller, David F. & Blaydes, Gllen W. (1938): *Methods and materials for teaching biological sciences: Mc Graw*

Hill book company Inc. New York and London, 1938.

- *Singh, Veena Teaching of Biology, Adhyanyan Publishers & Distributors, New Delhi, 2007.*
- *Sood, J.K, Teaching of Life Science, kohli publishers Chandrigarh, 1987.*
- *Yadav M.S, Modern methods of teaching science, Anmol publishers, Delhi, 2000.*

Course Title: Pedagogy of Music**Course Code: BED148**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- develop the concept of the music industry
- enhance the skills of teaching of music
- elaborate the skills to play the tanpura, tabla, and sitar instruments.
- demonstrate the critical pins in teaching music
- identify the teaching techniques of music

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

UNIT II**12 hours**

Methods of teaching music Relationship of music with other Courses. Voice-culture & larynx

UNIT III**10 hours**

Writing a lesson plan, and unit plan –concept, procedure, importance. Evaluation in Music

UNIT IV**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.

Transactional Mode

Video-based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case ⁵⁷Analysis, Dialogue, Group Discussion, Brain Storming, Role Play

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

SEMESTER – II**Course Title: Learning and Teaching****Course Code: BED201**

L	T	P	Credits
4	0	0	4

Total Hours: 60**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze the concept of learning in the educational context.
- apply the perspectives of learning and motivation in the learning process
- evaluate different models of teaching
- reflect upon various concepts of teaching

Course Content**Unit I****14 Hours**

Learning and Teaching: Meaning, concept and principles, relationship between teaching and learning, Equitable and Inclusive Education: Learning for All (NEP: 2020)

Dimensions of individual development: physical, cognitive, language, affective, social and moral, their inter-relationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg)

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

Unit II**14 Hours**

Implicit knowledge and beliefs about learning (demystifying misconceptions) Perspectives on human learning: behaviourist, cognitivist, information- processing view, social-constructivist Principles, relevance and applicability of human leaning in different learning situations (drawing selectively on the ideas of Skinner, Piaget, Vygotsky) Role of learner in various learning situations, as seen in different theoretical perspectives

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

Unit III**16 Hours**

Teaching: Concept, nature, and theories/approaches (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

16 Hours

Pedagogy: Concept, principles and techniques of pedagogy
Simulated Teaching, Micro Teaching: meaning, concept and its application in teaching learning process, Case Analysis: Analysis of teachers of effective teaching

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: Pre-Internship**Course Code: BED204**

L	T	P	Credits
0	0	0	4

Total Hours: 60**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- develop conceptual understanding about pedagogy of school subjects' environment and understand the learner, learning behavior and learning situations
- validate the theoretical understanding regarding pedagogical courses and school environment
- 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
- expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning

Pre -Internship

1. **Phase I** Pre-Internship for 04 Weeks in semester-II (04-Credits)

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 etc.) 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 demonstration⁶¹/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: Assessment for Learning
Course Code: BED205

L	TP	Credits
4	00	4

Total Hours: 60

Learning Outcomes

After Completion of this course, the Learner will be able to:

- differentiate between assessment of learning and assessment for learning
- critically analyze the techniques of assessment at different domains of teaching
- apply different statistical applications for interpretation and reporting of student's performance
- examine emerging practices and issues in assessment

Course Content

Unit I

15 Hours

Assessment of learning and assessment for learning: Meaning, measurement, tests, examination, principles and types of evaluation, Distinction between and their inter-relationships. Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties, Norm referenced and criterion referenced testing, teacher made and standardized tests, essay type, objective type and objective based tests.

Unit II

15 Hours

Steps of 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.

Unit III

15 Hours

Scoring Procedure - ⁶³ manual and electronic, development of Rubrics Analysis and Interpretation of Students' Performance, Processing test performance,

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.

Unit IV

15 Hours

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

Non-Detention Policy, the menace of coaching, Policy Perspectives on Assessment: NCF (2009), NPE 2023.

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

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Quiz, Simulation, Lecture -cum- Demonstration, Seminars

Suggested Readings

- S. K. Mangal, (2017). Assessment of Learning, Publisher, Shipra, ISBN, 9386262355, 9789386262356; Length, 137 pages.
- 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.uefa.com/uefaweb/admin/myuploads/SSA_framework_revised_9.6.2011.Pdf.
- Asthana Bipin (2011). Measurement and Evaluation

in Psychology and Education. Agrwal Publications, Agra

- Sharma, R.A. (2010). Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010). Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.

Web Sources

- <https://www.learningclassesonline.com/2020/10/assessment-for-learning.html>
- https://www.google.com/search?q=rubrics&rlz=1C1FKPE_enIN1045IN1046&biw=994&bih=452&ei=0YWWZPvILoyxoATT
- <https://www.tnteu.ac.in/pdf/assesment.pdf>
- <https://www.slideshare.net/abubashars/assessments-for-learning-bed-second-year-notes>

Course Title: Wellness and Fitness Education

Course Code: BED245

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After Completion of this course, the Learner will be able to:

- examine the various aspects of mental and physical health as well as fitness
- promote awareness on contemporary health problems
- utilize acquired skills to take care during emergencies and provide first aid
- regularize yoga in their regular life for better mental health

Course Content

Unit I

12 Hours

Health Education: Concept and objectives of health education, importance and principles of health education

Physical Education: concept, aim and objectives, modern concept of physical education, need and importance of physical education School health programme in Indian perspective

Unit II

12 Hours

Contemporary health problems: Drug abuses, alcoholism, smoking-tobacco, obesity, stress

Nutrition: Elements of balanced diet, food habits, malnutrition

Unit III

11 Hours

First Aid: Concept, importance and need of first aid, importance of first aid kit.

Posture & Yoga: Meaning, importance of good posture, causes of poor posture, common postural deformities, preventive measures and remedial exercises.

Unit IV

10 Hours

Yoga: types, physical and mental wellbeing

Recreation: concept, importance of recreation programme in school curriculum

Technology addiction: Concept, Causes, Effects of technology

addiction, Strategies to manage technological stress.

Transactional Mode

Video based Teaching, E-Team-teaching, Open Talk, Cooperative Teaching, Group Discussion, Demonstration, Simulation, Lecture method

Suggested Readings

- Pardeep Singh (2023). Health and Physical Education: Vinod Publication.
- Neeraj Pratap Singh (2019). Health, Physical Education and Yoga: Sports Publication.
- A.K. Uppal, V. Satyanarayana (2019). Health, Yoga and Physical Education: Sports Publication.
- Tarak Nath Pramanik (2019). Health, Yoga and Physical Education: Sports Publication.
- H.L. Khatri (2015). Health, Yoga and Physical Education: Paragon International Publishers.
- Dhanajoy, S., and Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.
- Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.
- Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana: Dandon Publication.
- Chandra, S., Sothi, and Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.

Course Title: Wellness and Fitness Practicum

Course Code: BED246

L	T	P	Credits
0	0	2	1

Total Hours: 15

Learning Outcomes

After Completion of this course, the Learner will be able to:

- utilize acquired skills of MS Word and MS PowerPoint
- critically analyze social, ethical and legal issues in ICT usage
- design a blog and e-portfolio for effective sharing of information and communication of ideas
- justify the usage of emerging classroom technologies

Practical (Any 5)

- Preparing Power Point Presentation
- Working with MS Word
- Use of Interactive White Board
- Use of Digital Podium
- Use of Google Classroom
- Working with Prezi
- Use of e-mail
- Develop simple MOOCs

Evaluation Criterion 20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Course Title: ICT Applications**Course Code: BED230**

L	T	P	Credits
0	0	2	1

Total Hours: 15**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- utilize acquired skills of ms word and ms powerpoint
- critically analyze social, ethical and legal issues in ict usage
- design a blog and e-portfolio for effective sharing of information and communication of ideas
- justify the usage of emerging classroom technologies

Practical (Any 5)

- Preparing Power Point Presentation
- Working with MS Word
- Use of Interactive White Board
- Use of Digital Podium
- Use of Google Classroom
- Working with Prezi
- Use of e-mail
- Develop simple MOOCs

Evaluation Criterion 20 Marks per Practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Course Title: Development of Educational System in India
Course Code: BED231

L	TP	Credits
2	00	2

Total Hours: 30

Learning Outcomes

After Completion of this course, the Learner will be able to:

- critically appraise the Indian education during Vedic, Buddhist and medieval periods
- investigate the impact of British commission and committees on Indian education
- notify growth and development of education in post-independence era
- critically evaluate the role of advisory committees

Course Content

Unit I

8 Hours

Education during Vedic Period: Concept, aims, curriculum, instructional techniques, role and status of teacher

Education during Buddhist Period: Concept aims, curriculum, instructional techniques, discipline, role and status of teacher

Education during Muslim Period: Concept, aims, curriculum, instructional techniques, discipline, role and status of teacher

Unit II

8 Hours

Brief Historical Perspective with reference to Charter Act (1813), and Macaulay's (1835)

Wood's Despatch (1854) and Sargent Report (1944): Main Recommendations and its impact on Indian education

Main Recommendations of the following:

University Education Commission (1948) Secondary Education Commission (1952-53) Indian Education Commission (1964-66)

Unit III

70

7 Hours

Main features of National Policy on Education (NPE) 1968 & 1986, Programme of Action 1992, and Right of Children

to Free and Compulsory Education Act (2009) (RTE), NEP 2020.

Unit IV

7 Hours

Central Advisory Board of Education (CABE)- Meaning, Composition and Functions

National Council of Educational Research and Training (NCERT) Meaning, Composition and Functions

University Grants Commission (UGC) Meaning, Composition and Functions

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Aggarwal J. C. (2009). Development of Education System in India. Shipra Publications, 2009 ISBN: 9788175411913, 8175411910, Edition: 5th Ed., 2009
- Chauhan, C.P.S. (2004): Modern Indian Education Policies, Progress and Problems, New Delhi: Kanishka Publishers.
- Sharma, Y.K. (2003): Sociological Philosophy of Education, New Delhi: Kanishka Publishers.
- Aggarwal, J.C. (2000): Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House Pvt.
- Ministry of Human Resource Development (1986): National Policy on Education, 1986.
- Ministry of Human Resource Development (1992): National Policy on Education, 1986 (Revised).
- Ministry of Human Resource Development (1992): Programme of Action (NPE, 1992), New Delhi, Govt. of India..

Course Title: Pedagogy of English**Course Code: BED232**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcome**

After Completion of this course, the Learner will be able to:

- analyze English language concepts and principles of secondary level English content.
- critically analyze the characteristics of textbooks used in English education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in English
- develop and enhance the qualities, skills, and competencies of English teachers

Course Content**Unit I****12 Hours**

Semantic Structure of English-meaning, components, homonyms, synonyms, Antonyms, Polysemy, connotative and denotative aspects.

Graphic structure of English-meaning, components unique features of spellings marks of punctuation, hand writing, illustrations are to be drawn from high school English textbooks.

Verbs-meaning and types-tenses and aspects.

Transformations of sentences-simple, complex and compound sentences, reported speech, active and passive voices and degrees of comparison.

Unit II**13 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 discussion⁷²-field trips, quiz, seminars and workshops and their importance.

Workbook-Nature, steps in preparation and uses.

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

10 Hours

Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature-concept and types of literature.

School textbooks in English –characteristics and review of present textbooks of 9th, 10th 11th, 12th.

Work books in English, steps and uses.

Teaching of Vocabulary- Types, importance and techniques of enriching Vocabulary. Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.

Techniques of teaching Spellings-Importance peculiarities, different ways of teaching of spellings, common errors and remedies.

Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note-making, note-taking, graphic presentation, browsing skills & summarization.

UNIT IV

10 Hours

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

Role of NCERT, DSERT, RIE, IEFL, British Council Library, Central Institute of Indian Languages to enhance the professional development of English Language Teachers.

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
Course Code: BED233

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

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

Course Content

ਭਾਗ -ੳ

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 -ੲ

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 ਤਰੁੱਟੀਆਂ, 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 ਪਸ਼ੂਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ

ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, 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, (1968) 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. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ।
- ਸੰਘਾ .ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) 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
- ਨੰਦਰਾ , ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ , ਲੁਧਿਆਣਾ ਵਿਨੋਦ 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 ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ , ਲੁਧਿਆਣਾ ਵਿਨੋਦ 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
- ਦੁਨੀਚੰਦ੍ਰ (2010) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਬਿਊਰੋ ਚੰਡੀਗੜ੍ਹ

Course Title: Pedagogy of Hindi**Course Code: BED234**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Course Outcomes**

1. विद्यार्थी सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
2. विद्यार्थी अनुवाद लेखन की आवश्यकता और महत्व को जान सकेंगे
3. विद्यार्थी हिंदी भाषा की विभिन्न विधाओं का विश्लेषणात्मक अध्ययन कर सकेंगे
4. विद्यार्थी पाठ्यक्रम निर्माण के सिद्धांतों को जान सकेंगे

Course Content

इकाई (क)	12 घंटे
- हिन्दी शिक्षण के लक्ष्य - पाठ-योजना निर्माण के उपागम (हरबर्ट, ब्लूम, मॉरिसन, आर.सी.ई.एम.) - सूक्ष्म शिक्षण कौशल – अर्थ एवं प्रक्रिया, कौशल (प्रस्तावना, अनुशीलन, प्रश्न, दृष्टांत, व्याख्या, उद्दीपन परिवर्तन, पुनर्बलन कौशल)	
इकाई (ख)	11 घंटे
- कविता शिक्षण – (माध्यमिक तथा उच्च माध्यमिक स्तर पर) महत्व, उद्देश्य, सोपान तथा विधियाँ । - गद्य शिक्षण – महत्व, उद्देश्य, सोपान, विधियाँ । - व्याकरण शिक्षण – महत्व, उद्देश्य, सोपान, विधियाँ ।	
इकाई (ग)	11 घंटे
- पाठ्यक्रम निर्माण के सिद्धांत - पाठ्य-पुस्तक का महत्व एवं विसोषताएँ । - हिंदी में मूल्यांकन – अर्थ, महत्व, प्रकार ।	
इकाई (घ)	11 घंटे
- प्रश्न-पत्र निर्माण के सिद्धांत । - क्रियात्मक अनुसंधान, - अनुवाद लेखन – अर्थ, महत्व तथा आवश्यकता, - निदानात्मक शिक्षण, अपुद्धि शोधन व मार्जन, उपचारात्मक शिक्षण	

प्रायोगिक कार्य

क. विभिन्न आधारों पर प्रश्न-पत्र का निर्माण –

(समस्या समाधान, सृजनात्मक चिंतन, समालोचन चिंतन, कल्पनाशीलता वाले प्रश्न, बहुचिकल्पीय, लघु-उत्तरीय प्रश्न-पत्र)

ख. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा ।

पुस्तक सूची:—

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण, नई दिल्ली : धनपतराय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि, किताब घर, जालन्धार, पंजाब
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदरज बराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन, नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण, लायल बुकडिपो, मेरठ,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशन सुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना,
- शर्मा, ज्योति मनोद, हिन्दी शिक्षण, पुस्तक सदन, टण्डन पब्लिकेशन, लुधियाना।

Course Title: Pedagogy of Social Science
Course Code: BED235

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- Analyze social science concepts and principles of secondary level Social Science content.
- critically analyze the characteristics of textbooks used in Social Science Education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in Social Science
- develop and enhance the qualities, skills, and competencies of Social Science teachers

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, Rajputs, Marathas and Vijayanagara Empire-rise and establishment of these dynasties, military achievements, contributions to administration, art and architecture, religion, literature and society, causes for decline.

Atmosphere- meaning, importance, composition and components, difference between weather and climate

Natural Disasters-volcano, earthquake, tsunami and Floods- meaning, causes, types and its effect.

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

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

Infrastructure of Indian economy.

79

Unit II

11 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

12 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.

Social Sciences Quiz- Importance and organization-steps

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

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

80

- 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
Course Code: BED236

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- analyze economics concepts and principles of secondary level Economics content.
- critically analyze the characteristics of textbooks used in Economics education, including their content, structure, and pedagogical approach.
- enhance their practical and experiential learning in Economics
- develop and enhance the qualities, skills, and competencies of Economics teachers

Course Content

Unit I

13 Hours

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

Unit II

10 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, Computer managed learning, multimedia in learning Economics

Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Economics, Podcasting

Unit III

10 Hours

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations

Construction of an Achievement test in Economics and blueprint. Economics teacher: need and role in

teaching economics, professional competencies and professional development programs, teacher as researcher and facilitator.

Unit IV

12 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, 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.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching New Delhi: Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). Teaching of Economics, Jalandhar:SG Publication

Course Title: Pedagogy of History**Course Code: BED237**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze Historical concepts and principles of secondary level History content.
- critically examine the characteristics of textbooks used in History education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in History
- develop and enhance the qualities, skills, and competencies of History teachers

Course Content**Unit I****14 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**10 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-⁸⁵ meaning and importance in teaching learning process

Unit III**11 Hours**

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

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

3.3. History Quiz- Importance and organization-steps

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

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 Modes

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**Course Code: BED238**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****12 Hours**

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

Brief contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacobus Rousseau

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

Unit IV

10 Hours

Sociology 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 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). 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.

Course Title: Pedagogy of Political Science**Course Code: BED239**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

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

Course Content**Unit I****10 Hours**

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

Partimentory 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**12 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 IV**10 Hours**

Political Science teacher-qualities, skills and Competencies

Enrichment activities to develop professional competencies among Political science teacher-workshops, seminars, conferences and symposiums, Forms- Discussions on contemporary issues in Political sciences by using social networking.

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

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
- 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**Course Code: BED240**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the learner will be able to:

- analyze the content and concepts related to commerce.
- critically analyze the characteristics of textbooks used in commerce education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in commerce
- develop and enhance the qualities, skills, and competencies of commerce teachers

Course Content**Unit I****10 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**12 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.

Unit IV**11 Hours**

Competency of a Commerce teacher. Professional development of commerce teacher. Importance of in service teacher training of commerce Programs for quality improvement in teaching of commerce- role of seminars, workshops and projects. Latest trends in Teaching of commerce Reflective Teaching Co-operative learning, Importance and types, simulation – role play, games, CAM

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**Course Code: BED241**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- apply mathematical concepts and principles of secondary level Math content.
- critically analyze the characteristics of textbooks used in Mathematics education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in Mathematics
- develop and enhance the qualities, skills, and competencies of Mathematics teachers

Course Content**Unit I****10 Hours**

Content of 9th, 10th, and 11thstd syllabus -
Permutation and combination, probability, sequence and series, simultaneous equations, quadratic equations. 1

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

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.

Mass media – Radio, TV and newspaper - Printed materials – textbooks – need, importance and good qualities; critical Analysis of 8th, 9th, 10th and 11thstd mathematics textbooks; workbooks and Worksheets –need and importance. 2

Community and school based teaching –learning resources. - Concept and importance of community

based resources - Human resources, natural resources and man –made resources.

School based resources – Mathematics lab –need and significance- equipment; Mathematics exhibitions/fairs. Mathematics library – reference books; Mathematics club – purpose, Organization and activities;

e-resources for learning mathematics - 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.

Gifted children in mathematics – their characteristics, identification and enrichment programs.

Slow learners in mathematics - their characteristics, identification and remedial programs; learning difficulties in mathematics – discalcia, disgraphia – their remedies

Action research in mathematics – meaning and its steps.

Unit IV

12 Hours

Qualities and skills of a mathematics teacher

Professional growth of mathematics teacher-in-service programs–orientation programs, refresher courses, seminars, workshops and projects Mathematics teacher as a reflective practitioner

Transactional Mode

Lecture-cum-demonstration, Seminars, Project Method and Problem Solving Method

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.*

Websites

- <http://www.ncert.nic.in>
- <http://rse.sagepub.com>
- <http://www.edfac.unimelb.ed.ac> <http://www.eric.ed.gov>
- <http://www.merga.net.au> <http://ling.springerimages.com> <http://www.ibe.unesco.org>

Course Title: Pedagogy of Science
Course Code: BED242

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- analyze the science contents with daily life experiences
- critically analyze the characteristics of textbooks used in Science education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in Science
- develop and enhance the qualities, skills, and competencies of Science teachers

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.

Electromagnetic Induction (EMI) Meaning of Electromagnetic Induction, Faraday's Laws of EMI. Alternative Current-Meaning and its graphical representation. Transformer- Principle, Construction and working

Chemical Reaction: Electronic configuration; meaning and writing electronic configuration; periodic classification of elements (s, p, d, f). 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. Industrial organic chemistry- manufacture of ethyl alcohol.

Unit II

12 Hours

Text Book-Characteristics⁹⁷ of a good text book

Library resources--uses of references, journals, encyclopedias 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.

Unit IV

10 Hours

Teaching as a Profession, Pre-service development Programs. In-service professional development Programs. Role of reflective practices in professional development-questionnaire, Research, maintaining portfolio

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
Course Code: BED243

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

- analyze the Life science concepts and principles of secondary level Life science content.
- critically analyze the characteristics of textbooks used in Life science education, including their content, structure, and pedagogical approach.
- evaluate and enhance students' practical and experiential learning in Life science
- develop and enhance the qualities, skills, and competencies of Life science teachers

Course Content

Unit I

10 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, Biomagnification, and Environmental pollution – Causes, effects and measures to control. Grigormedal's experiments, Heredity and genetics. Theories of evolution (Lamarck and Darwin).

Bio-technology: Meaning and applications – Recombinant DNA Technology, Genetic engineering, DNA finger printing and cloning.

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**13 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**

Qualification and qualities of a Biological science teacher. Professional growth of Biological science teacher with reference to content enrichment program such as in-service programme, orientation programme, refresher course, seminars, workshops, project, and action research.

Transaction 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, surajprakash 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.
- Yadav M.S, Modern methods of teaching science, Anmol publishers, Delhi, 2000

Course Title: Pedagogy of Music**Course Code: BED244**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- develop teaching skills in students for teaching music in the classroom
- conduct cultural programs and further enhance interest in teaching
- explain the various ragas of Indian Music
- replicate the Notation and Rhythm
- develop the skill to play musical instruments as a professional

Course Content**UNIT I****12 hours**

Instruments for learning of music- variety, simple introduction of instruments Knowledge of Notation and Rhythm Settings of Music Room (Vocal and Instrumental).

UNIT II**10 hours**

Music & Folk Music. The effect of music on behavior, activity & Fatigue.

UNIT III**12 hours**

Knowledge of swaras, division of swaras in measures of Shruti. Qualities of a Music Teacher - Singer, Vada, Vagayakar

UNIT IV**11 hours**

Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali. Notation of fast khayal/Raja khani gat of the following Ragas: Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Transactional Modes

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning,

Simulation, Lecture method, seminars

Suggested Readings

- Khanna, Jyoti (2012). Sangeet Adhyapan. Ludhiana: Tandon
- Publications. Narasimhan, S. (1999). Kamaladevi Chattopadhyay: The Romantic Rebel. Sterling Publishers Pvt. Ltd.
- Raja, D. S. (2021). Hindustani Music Today. DK Print world (P) Ltd.
- Sambamoorthy, P. (1955). Teaching of Music, IMPM, Karnataka.
- Khanna, J. (2020). Teaching of Music. Tondon Publications: Ludhiana
- Jain, M. (2018). Pedagogy of Music. Vijay Publications, Ludhiana

SEMESTER - III**Course Title: School Internship Program****Course Code: BED301**

L	T	P	Credits
0	0	0	16

16 weeks**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- develop conceptual understanding about pedagogy of school subject's
- environment and understand the learner, learning behavior and learning situations
- validate the theoretical understanding regarding pedagogical courses and school environment
- 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
- expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
- 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

Evaluation Program

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School Internship Program. (50+50=100marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject. (50+50=100)

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 Marks

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 Engagement**Course Code : BED303**

L	T	P	Credits
0	0	8	4

Total Hours: 60**Course Outcomes**

On the completion of the course, the students 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

1. 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: Gender School and Society****Course Code: BED401**

L	T	P	Credits
4	0	0	4

Total Hours: 60**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- summarize the key concepts of gender issues
- illustrate role of education in gender sensitization
- explore the perspective of society towards gender inequality
- promote the strategies and skills to remove gender inequality in school and society

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

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**16 Hours**

Gender bias in Schooling and in textbooks, curricular choices, and the hidden curriculum (teacher attitudes, classroom interaction, and peer culture). Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality

Unit III**14 Hours**

Linkages and differences between reproductive rights and sexual rights, redressal of sexual harassment and abuse. The perspective of society towards gender inequality – Nature, causes and Remedies

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.

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.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal?* *Economic and Political Weekly*, 4577-4582.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.

Course Title: Knowledge and Curriculum**Course Code: BED403**

L	T	P	Credits
4	0	0	4

Total Hours: 60**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- differentiate between knowledge and other concepts
- summarize the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum
- apply the various principles and approaches in curriculum construction
- evaluate the various determinants of curriculum

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

Knowledge –Concept, nature and sources of knowledge, role of teacher and student in construction of knowledge

Distinction between knowledge and skills, knowledge and information, teaching and training, reason and belief

Facets of knowledge: the different facets of knowledge and relationship such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school

Concept of modernization, multiculturalism and democratic education

Unit II**16 Hours**

Education for nationalism, universalism and secularism
Autonomy of teachers and learners – concept and barriers
Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values
National values as enshrined in the constitution of India

Unit III

110

14 Hours

Curriculum – Meaning, objectives and components
Determinants of curriculum-philosophical,

sociological, psychological and ideological
 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

14 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., and¹¹¹ 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: Creating an Inclusive Schools**Course Code: BED411**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- analyze the concept and significance of inclusive education
- critical evaluate the recommendations of various commissions and committees towards teacher preparation for inclusive education
- adapt the classroom strategies as per the needs of children with disabilities
- plan the role of family, society and school in handling talented, creative and gifted children

Course Content**Unit I****12 Hours**

Concept, importance, and barriers of inclusive education
 Historical perspectives of inclusive education for children with diverse needs
 Difference between special education, integrated education, and inclusive education
 Children with special needs: Concept, classification, and difference between impairment, disability, and handicap
 Understanding the importance of social inclusion in education and identifying barriers
 Strategies to ensure educational inclusion and overcoming obstacles
 Approaches to fostering religious inclusion in educational settings

Unit II**12 Hours**

National Policy on Education 1986, 1992 regarding Special Education
 Rehabilitation Council of India Act (1992)
 Persons with Disabilities Act (2016)
 National Policy of Disabilities (2006)
 Designing and managing inclusive school environments to support diverse needs

113

Unit III**11 Hours**

Learning disability: Concept, causes, screening, and

classroom management strategies. Mental Retardation: Concept, causes, screening, and classroom management strategies. Visual Impairment and Hearing Impairment: Concept, causes, screening, and classroom management strategies. Locomotor Impairment: Concept, causes, screening, and classroom management strategies

Unit IV

10 Hours

Individualized Education Program (IEP) for Children with Diverse Needs (CWDN). Adaptations in instructional objectives, curriculum, and co-curricular activities for meeting diverse needs of special children. Role of parents, headmasters, and teachers in ensuring equal educational opportunities for these students. Role of technology in inclusive education. Role of inclusive education in promoting social inclusion within the community. Best practices and frameworks for achieving educational inclusion. Ensuring respect and accommodation of diverse religious beliefs in schools. Creating a supportive school environment that facilitates inclusive education

Transactional Modes

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., and 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 ¹¹⁴Pier 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.
- Hegarthy, S. and Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers

Course Title: Contemporary India and Education

Course Code: BED412

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After Completion of this course, the Learner will be able to:

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

Course Content

Unit I

16 Hours

Education (Indian and Western): Concept, need, and aims of education

Driving forces of Indian Society: Social, economic, political, historical, and geographical influences; unified and diversified forces promoting national integration. Impact of liberalization, privatization, globalization, and stratification on education in India. Accreditation for Higher education institution in contemporary education system – NAAC, NIRF and World Ranking Systems (QS, THE) and Overview, objectives, and impact on higher education

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

Education during Buddhist period

Education during Muslim period

Salient features of education during the British period:

Chapter Act-1813

Macaulay's Minutes (1835)
 Woods's Dispatch (1854)
 Gokhale Bill (1912)
 Sargent Report (1944)
 Contemporary Education Policies: Dimensions and implications of current educational policies and reforms

Unit III**14 Hours**

Constitutional provisions of India in relation to education, including Fundamental Rights and Duties, Directive Principles of State Policy
 Concept of social diversity at the level of individual, caste, religion, minorities, languages, tribes, etc.
 Measures to promote equality of opportunities through educational programs for special groups, socially disadvantaged groups, and women

Unit IV**14 Hours**

Major recommendations of key educational commissions:
 Secondary Education Commission (1952-1953)
 Indian Education Commission (1964-66)
 Major educational programs: Sarva Shiksha Abhiyan (SSA)
 Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
 NAAC and NIRF: The role and impact of these frameworks on improving educational quality and standards
 World Ranking Systems: Analysis of Indian institutions in global rankings and strategies for improvement.

Course Title: Foundations of Instructional Design

Course Code: BED415

L	T	P	Credit s
3	0	0	3

Total Hours: 45

Learning Outcomes

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

- evaluate the principles of instructional design
- develop clear instructional goals and objectives.
- design instructional strategies that align with learning objectives.
- analyze the role of instructional design in educational settings.

Course Content

Unit I

11 Hours

Historical Development of Instructional Design: Meaning, and importance, Principles of Instructional Design, The Role of the Instructional Designer, Need of Instructional Design in 21st century.

Bloom's Taxonomy- Introduction to Bloom's taxonomy, The Original Bloom's taxonomy and the Revised Bloom's taxonomy, how to use Bloom's 6 levels of learning.

Unit II

12 Hours

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

Unit III

10 Hours

Integration Principle Gagne's Nine Events of Instruction - nature and scope, stages, usability, Educational implication

Enhance Retention and Transfer Dick and Carey Model - nature and scope, stages, usability, Educational implication

Unit IV

12 Hours

ASSURE Model- nature and scope, stages, usability, educational implication. 118

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.
- Tripp, S. D., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. *Educational Technology Research and Development*, 38(1), 31-44.
- 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

Course Code: BED416

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

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

comprehend the strategies to attain Universalization of Secondary Education

promote life skills education among students.

Adapt eco-friendly life style and promote awareness for the same

analyze the role of family in promoting life skills.

Course Content

Unit I

16 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. – prevailing forms of inequalities in education.

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

Unit II

16 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

14 Hours

Population growth: factors¹²¹ affecting, consequences of population growth. Population Education-meaning and objectives, measures to achieve stability in 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

14 Hours

Life Skills-Meaning and importance. Basic life skills recommended by UNESCO. Critical thinking, creative thinking, decision making, problem-solving, self-awareness, stress management, management of emotions, interpersonal relations.

Effective communication and empathy, Strategies of teaching life skills, Educational implications of life skills. Role of family and society 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
- Sharma R C., Environmental Education.
- Sharma R C., Population Education.
- Suryanath Prasad., Peace Education in a new Millennium
- Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997 19. UNESCO, Source Book in Environmental Education, UNESCO Bangkok.

Course Title: Human Rights Education**Course Code: BED417**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

On the completion of the course, the students will be able to:

- comprehend the importance of value education and education for human rights
- differentiate the nature of value from religious education and moral training
- to acquaint with the basics of morality and moral development of the child
- analyse the available intervention strategies for moral education

Course Content**UNIT I****12 Hours**

Human Rights Education: Meaning, Objectives and Scope, Human Rights enshrined in Indian Constitution, Agencies of Human Rights Education – School, Family, Community, Teacher. Teaching-Learning Process in Human Rights Education through Curricular and co-curricular activities

UNIT II**10 Hours**

Human Rights Education at various levels of education, Pedagogies for human rights education, Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness, and environmental protection through specific educational programs.

UNIT III**12 Hours**

Peace Education: Meaning, nature, and importance. Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence, and war. Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela

UNIT IV**11 Hours**

Learning to live together through moral development. Role of teachers in promoting human rights education. National and International initiatives for human rights education.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Bagchi, J.P. & Teckchadani, V. (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.*
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching. USA: Houghton Mifflin Company.*
- Government of India (1999). *Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country (vol.I& II) New Delhi; MHRD.*
- Goldstein, Tara; Selby, David (2000). *Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.*
- Hicks, David (1994). *Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1. Amnesty International-USA Educators Network.*
- Bika S.L. (2016). *Teacher Education: Ethical Issues and Social Responsibilities" in book entitled- Ethical and Social Responsibility in the context of Indian Higher Education and Research" P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.*
- Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment. Allied Publishers: New Delhi.*
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India. New Delhi: Regency Publications.*
- M.G. Chitakra (2003). *Education and Human Values, A.P.H. Publishing Corporation, New Delhi.*
- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education. APH Publishing Corporation: New Delhi..*

Course Title: Women Education**Course Code: BED418**

L	T	P	Credits
3	0	0	3

Total Hours: 45**Learning Outcomes**

On the completion of the course, the students will be able to

- analyze the various aspects of women's education
- acquaint with the need for women's and girls' education
- reflect upon the current status of women in society
- analyze the prevalence and ways for eradicating various social evils related to women in society

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**11 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**10 Hours**

Role of media in changing the ¹²⁶status 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.

Course Title: Value Education**Course Code: BED414**

L	TP	Credits
2	00	2

Total Hours: 15**Learning Outcomes**

After Completion of this course, the Learner will be able to:

- critically analyze the significance of values
- analyze the role of family, society, and teacher in value education
- adapt the evolution of value education in Indian perspective
- appraise the religious and cultural practices in the context of value education

Course Content**Unit I****8 Hours**

Value Education: Meaning, need and importance, Classification of values, Challenges of values adoption, Methods, approaches and strategies of inculcating values

Unit II**8 Hours**

Role of family, society and teacher in promoting the value education, Integration of values in education
Good habits: concept, meaning and significance in life.

Unit II**7 Hours**

Evolution of Value Education in Indian Perspective
Values inherent in the preamble of Indian Constitution
Values for Character Development

Unit IV**7 Hours**

Role of Religious and Cultural practices in Value Education
Core values- truth, righteous conduct, peace, love and non-violence

Transactional Mode

128

Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation,

Lecture method, Seminars.

Suggested Readings

- Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edu tracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.
- Powney, J., Cullen, M-A., Schlepp, U., Johnstone, M. Munn, P. (2017). Understanding value education in the primary school. York: Reports Express.
- Ajit Kumar Singh, Ritu Nigam (2015) Policy Perspectives in Peace and Value Education in the Indian context. Edu tracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6
- Myrtle Joyce Shobha D'Souza (2015) Value-Based Approach to promote Peace Education, Edu tracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9
- Chandrasekaran, V. & Rajesh V. R. (2012) Role of Sustaining Values among Children, Towards Excellence in Education, Almighty Book Company, Chennai-11.
- Ugin Rosetta, M. (2012) Values dwell when Humanity lives, Towards Excellence in Education, Almighty Book Company, Chennai-11.
- Rajapriya G. (2012) Value Education – Need of the Hour Towards Excellence in Education.
- Caroline Jeba Sorna P. (2012) Role of Human Engineers in Sustaining Values for Excellence in Education Towards Excellence in Education, Almighty Book Company, Chennai -11
- Pandey V.C., Education culture and human values (2005) The New International Webster's Comprehensive Dictionary of the English Language (Deluxe encyclopedic Edition), Trident Press International, Naples, 2001, p.927.