



Syllabus Structure for
BACHELOR OF EDUCATION (B.Ed.)
Academic Session 2015 - 2017.

Faculty of Education
B.Ed.
(Two Year Programme)

**Bachelor of Education (B.Ed.)
(Two Year Programme)**

FIRST YEAR COURSE CONTENT WITH DISTRIBUTION OF MARKS

Paper Code	Paper Name	Maximum Marks	Minimum Marks												
BD-101	Childhood & Growing up.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>80</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">100</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>20</td> </tr> </table>	Term Exam	80	}	100	Internal Assessment	20	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>32</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">40</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>08</td> </tr> </table>	Term Exam	32	}	40	Internal Assessment	08
Term Exam	80	}	100												
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BD-102	Contemporary India & Education	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>80</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">100</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>20</td> </tr> </table>	Term Exam	80	}	100	Internal Assessment	20	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>32</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">40</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>08</td> </tr> </table>	Term Exam	32	}	40	Internal Assessment	08
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BD-103	Learning & Teaching	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>80</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">100</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>20</td> </tr> </table>	Term Exam	80	}	100	Internal Assessment	20	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>32</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">40</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>08</td> </tr> </table>	Term Exam	32	}	40	Internal Assessment	08
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BD-104	Language Across the Curriculum	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>40</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">50</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>10</td> </tr> </table>	Term Exam	40	}	50	Internal Assessment	10	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>16</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">20</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>04</td> </tr> </table>	Term Exam	16	}	20	Internal Assessment	04
Term Exam	40	}	50												
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BD-105	Understanding Disciplines & School Subjects	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>40</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">50</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>10</td> </tr> </table>	Term Exam	40	}	50	Internal Assessment	10	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>16</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">20</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>04</td> </tr> </table>	Term Exam	16	}	20	Internal Assessment	04
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BD-106	Pedagogy of School Subjects	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Part-A</td> <td>50</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">100</td> </tr> <tr> <td style="text-align: right;">Part-B</td> <td>50</td> </tr> </table>	Part-A	50	}	100	Part-B	50	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>20</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">40</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>20</td> </tr> </table>	Term Exam	20	}	40	Internal Assessment	20
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BD-107 (EPC-1)	Art & Aesthetics	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>40</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">50</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>10</td> </tr> </table>	Term Exam	40	}	50	Internal Assessment	10	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>16</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">20</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>04</td> </tr> </table>	Term Exam	16	}	20	Internal Assessment	04
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BD-108 (EPC-2)	Critical Understanding of ICT	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>40</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">50</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>10</td> </tr> </table>	Term Exam	40	}	50	Internal Assessment	10	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Term Exam</td> <td>16</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">20</td> </tr> <tr> <td style="text-align: right;">Internal Assessment</td> <td>04</td> </tr> </table>	Term Exam	16	}	20	Internal Assessment	04
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Practical Work-1	Internship – I	50	25												
Aggregate Passing Minimum Marks is 45%		650	293												

**Bachelor of Education (B.Ed.)
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SECOND YEAR COURSE CONTENT WITH DISTRIBUTION OF MARKS

Paper Code	Paper Name	Maximum Marks	Minimum Marks
BD-201	Knowledge & Curriculum	Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40
BD-202	Assessment for Learning	Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40
BD-203	Creating an Inclusive School	Term Exam 40 Internal Assessment 10 } 50	16 } 04 } 20
BD-204 (EPC-3)	Yoga Education	Term Exam 40 Internal Assessment 10 } 50	16 } 04 } 20
BD-205	<u>Optional Papers (Opt any one paper only):-</u> (a) Value Education. (b) Environmental Education (c) Genders School & Society (d) Guidance & Counseling (e) Health & Physical Education	Term Exam 40 Internal Assessment 10 } 50	16 } 04 } 20
Practical Work-2	Internship – II Main Practical & Viva-Voce Internal Assessment Sessional Work	200 } 50 } 300 50 }	100 } 25 } 150 25 }
Aggregate Passing Minimum Marks is 45%		650	293
Total of First Year		650	293
Total of Second Year		650	293
Grand Total		1300	586

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD101

CHILDHOOD & GROWING UP

Objectives :-

- To understand the meaning and importance of child development.
- To understand different stages of development, mental process of children with diverse abilities in social, cultural context.
- To understand social and Economical impact on child development.
- To understand theories and factor affecting child development.
- To understand child adjustment and mental hygiene.

Unit I

Concept of Child Development

- a. Meaning, nature and importance of child development.
- b. Physical, motor, mental and emotional development.
- c. Principles of growth and development.
- d. Factors affecting development - heredity and environment.

Unit II

Child and Society

- a. Concept of socialization - Family, child relationship, parenting, children in orphanage.

- b. Relationship with peers - friendship and gender, competition and co-operation, conflicts and aggression from childhood to adolescence.
- c. Social, economic, cultural and political differences in socialization, implications for inclusion.
- d. Social and Economic impact on marginalization diversity and stereotyping.

Unit III

Theories of Child Development

- a. Jean Piaget cognitive development.
- b. Kohlberg - Moral Development.
- c. Erikson - Psycho-Social development.
- d. Vygotsky - Socio-cultural development.

Unit IV

Childhood and Adolescence

- a. Concept formation in childhood.
- b. Adolescent in Indian context - Concept, characteristic and developmental tasks.
- c. Problems of Adolescent age and role of guidance and counseling.
- d. impact of urbanization and economic change on Adolescents.

Unit V

Child Adjustment

- a. Meaning, nature and mechanism of adjustment.
- b. Adjustment Problems of child-causes and cures.
- c. Factors influencing mental health of child.
- d. Role of Parents, teachers and peer group for improving mental health of child.

Practicum / Work Experience

1. Case studies
2. Development and administration of psychological tests from the following areas :
 - (a) Personality
 - (b) Interest
 - (c) Adjustment
 - (d) Attitude

References :-

1. Schilvest W.H. (2012) curriculum prospective Paradigm and Possibility, M.C. Milan Publication.
2. Chauhan S.S. (2000) Advanced Educational Psychology, Vikas Publication New Delhi.
3. Mangal S.K. (2000) Educational Psychology PHI New Delhi.
4. Stanley Hall G. (1904) Adolescence Psychology and its relation to physiology antopology, sociology, sex, crime religion and education, D. Applents and company New York.
5. New man B.M. and New Man H.H. (2007) Theories of Human Development, Lawrence Eribaun associates publishers, London.
6. Gupta M.P. and Mamta - Modern Psychology of Education, M.B.D. Publication Jalandhar.
7. Pandey Ram Shakal (2007) Education psychology, Sunjs Publication Meerut.
8. Mishra Bhanns (1999) Education and Child development, Mohit publication New Delhi.
9. Gupta S.P. And Gupta Alka (2004) Advance Education Psychology, Sharda Pustak Bhawan, Allahabad

10. Government of India (1986) National Poligon Education Department of Education
New Delhi.
11. Elizabet B. Hurlock (1997) Child Development, Tata McGraw Hill Publishing
Company, Noida.
12. Agrawal J.C. and Gupta S (2007) Childhood Care & Education (Ist Edition), Shiprs
Publication New Delhi.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD102

CONTEMPORARY INDIA AND EDUCATION

Objectives :-

The Prospective teachers will be able to understand.

- To develop understanding of Indian society and Education.
- The concept of education, personality of great educators.
- Understand the Indian constitution in perspective of education.
- Understand the meaning dimension and indicators of national development.
- Describe the role of education in sustainable national development in all its dimensions.
- Reflect on the role of Education in Conflict resolution.

Unit I

The Indian Society and its Stratification

- a. Indian society; Basic trends and doctorines.
- b. Indian society through the ages - Ancient, medieval & modern age and Education.
- c. Impact of economic, social and political conditions on caste systems, social stratification and education in post independence period.
- d. Issue of equality and social justice in relation to education.

Unit II

Concept of Education

- a. Meaning, Aims, Objectives and function of education.

- b. Education in the Indian context with reference to Sri Aurobindo, Swami Vivekanand, Mahatma Gandhi Dr.Radha Krishanan, Jakir Hussain, J. Krishna Murti - Educational thoughts.
- c. Overviews of Educational Schools (Indian & Western) - Idealism, Naturalism and pragmatism Sankhya, Yoga And Vedant.

Unit III

Educational Policy Perspectives

- a. Overview of Education commissions and Government bodies.
 - i. Kothari Commission
 - ii. NPE. 1986
 - iii. NCERT
 - iv. NCTE
 - v. UGC
- b. National knowledge commission report - Recommendations on school education.
- c. Education for national and emotional integration.

Unit IV

Issues and challenges of education in India.

- a. Vocationalization of education.
- b. Education for disadvantaged group.
- c. Value crisis and role models for students.

Unit V

Indian Constitution and Directive principles.

- a. Universalization of Education.
- b. Constitutional values related to aims of education.

- c. Constitutional promise of freedom, justice, equality and fraternity.

Practicium / Work experience

- a. Survey of educational data regarding enrolments, dropouts, facilities etc. at different levels of education.
- b. Visit of a few local schools to assess teacher's awareness regarding minimum levels of learning.

Suggested Reading/References.

1. Agrawal J.C. & Agrawal S.P. (1992), Role of UNESCO in Education, Delhi, Vikas Publishing House.
2. Chowdhry, N.K. (2009) Indian Constitution and Education, Delhi Shipra Publication.
3. Dewey, J (2004) Democracy and Education, Courier Dover publication.
4. GOI (1966) Report of the education commission education and national development, New Delhi Ministry of Education.
5. GOI (1986) National Policy of Education, GOI.
6. Kochhar, S.K. (1993) Pivotal Issues in Indian Education, Sterling Publisher's Pvt. Ltd.
7. Mukharje, S.N. (1996) History of Education in India, Baroda Acharye Book Depot.
8. Gupta M.P. & Mamta (2012) Bharat Main Siksha Ka Vikas, Sahitya Prakashan, Agra.
9. Gupta S.P. & Alka. (2010), Adhunik Bhartia Shiksha ki Samaryaaai, Sharda Pustak Bhawan, Allahabad.
10. UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD103 **LEARNING AND TEACHING**

Objectives :-

- To understand the Concept of Educational Psychology, Methods and its scope.
- To understand Learner characteristics, learners special needs and implications for Teaching and learning.
- To understand concept of transfer of learning and to associate it with its theories.
- To understand various models of teaching and to utilize it in teaching and learning.
- To understand concept of teaching and learning with Phases of teaching and levels of learning.

Unit I

Psychology and Teaching, learning

- a. Educational Psychology - Meaning, Scope and Importance of educational Psychology.
- b. Various Methods : Case study, survey and experimental implication for curriculum and instructions.
- c. Education for exceptional children.

Unit-II

Intelligence and Creativity

- a. Intelligence: Meaning, theories of intelligence spearman, Thurstone, Burtand Vernon.

- b. Measurement of intelligence (verbal, Non-verbal, performance test) uses and limitations of intelligence test.
- c. Creativity - concept, identification of creative potential, educational programme for developing creativity.

Unit-III

Learning and Motivation

- a. Nature of learning, process and factors affecting learning.
- b. Theories of learning: Trial and error theory, classical conditioning theory, skinner's operant conditioning, insight theory by kohlar.
- c. Motivation, its nature and educational implication.

Unit – IV

Teaching and Learning

- a. Concept of teaching and learning, relationship between teaching and learning.
- b. Maxims and principles of teaching.
- c. Phases of teaching and levels of learning.
- d. Teaching approach - task analysis (Gagne).

Unit V

Essential of Teaching and Learning

- a. Communicative teaching skills.
- b. Role of teacher in teaching & learning.
- c. Models of teaching:
 - Enquiry Training Model.
 - Advance Organize Model.
 - Mastery Learning Model.

Practicum/Work experience:

Administration of intelligence test, creativity test.

Suggested Readings/References.

1. Chauhan S.S. (2002) Advanced Educational Psychology, Vikash Publication, New Delhi.
2. Dececco J.P. (1970) Psychology of learning and instruction Educational Psychology, Prentice Hall of India Ltd., Nw Delhi.
3. Sharma R.A. (1996) Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut.
4. Flemings C.M. (1964) Teaching: A Psychological Analysis, University.
5. Clay ton T.E. (1965) Teaching Learning: A Psychological Perspective.
6. Kulshrestha S.P. Educational Technology, Vinod Pustak Mandir, Agra.
7. लाल रमन बिहारी 2010 शिक्षा मनोविज्ञान रस्तोगी पब्लिकेशन, मेरठ।
8. गुप्ता एस पी 2004 उच्चतर शिक्षा मनोविज्ञान शारदा पुस्तक भवन, इलाहाबाद।
9. पाठक, पी0डी0 शिक्षा मनोविज्ञान श्री विनोद पुस्तक मंदिर, आगरा।

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD104

LANGUAGE ACROSS THE CURRICULUM

Objectives :-

- To develop the sensitivity to the language diversity that exists in the class room.
- To develop listening and speaking ability.
- To develop communication skills.
- To know about the need of effective reading and writing.
- To understand the nature of classroom discourse.

Unit I :

Language Diversity and Classroom Interaction

- a. Meaning and concept of language diversity.
- b. Multilingualism - Meaning and concept.
- c. Classroom Interaction.

Unit II :

Communication

- a. Meaning and importance of communication.
- b. Principles of communication.
- c. Types of communication.
- d. Communication Skills : Sender, Message, Receiver Medium Analysis.

Unit III :

Self Development skills and Life skills

- a. Adaptability, Accountability, Responsibility in personal, workplace & community context, management skills, social responsibility skills, Human relation skills & Emotional Skills.
- b. Life skills - Self Awareness, Empathy, Inter-personal Communication, Critical Thinking, Creative Thinking, Decision Making and Problem Solving.

Unit IV :

Developing Reading and Writing Skills

- a. Strategies of effective reading, Mechanism of reading, loud reading & Silent reading.
- b. Process and strategies of writing for children.
- c. Developing Listening Skills.
- d. Constructive Skills - Engaging, Exploring, Explaining, Elaborating and Evaluating.

Unit V :

Classroom Discourse

- a. Importance of oral language.
- b. Discussion as a tool for learning.
- c. Questions as a tool for learning.
- d. Role of teacher in classroom discourse.

Practicum / Work Experience -

Analysis of school text books to construct and discuss nature and types of knowledge & pedagogic elements, writing a review or summary of the text.

Suggested Readings/References

1. Batra P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage Publications.
2. Dewey J. (1897) My Pedagogic creed, School Journal, Vol. 54.
3. Bruner J.(1996) In the Culture of Education Cambridge : Harvard University Press, Chapter - 2, Folk Pedagogy, 44-65.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD105

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Objectives :-

- To provide basic knowledge of various disciplines and subjects in the school curriculum.
- To know the history of teaching of different disciplinary areas like Language, Mathematics, Social Science and Science.
- To know the content, theory and process of framing the syllabus of school subjects.
- To find out the challenge of school curriculum to design as a discipline oriented from learner oriented.

Unit I :

Knowledge of disciplines

- a. Meaning, Nature and Scope of Disciplines at School Level.
- b. Importance of Disciplines.
- c. Correlation with other disciplines.

Unit II :

Historical Aspects of disciplines

- a. Historical Aspects of different Disciplines science, social science, language, math, commerce, home science & fine art.
- b. Critical justification of different Disciplines at School level (on the basis of philosophical and psychological).

Unit III :

Modern aspect of discipline

- a. Modern aspect of Discipline on the basis of future needs and social ethics.
- b. Challenges of Disciplines in school curriculum.

Unit IV :

Framing of Disciplines

- a. Theory of content - Need theory and hygiene theory.
- b. Paradigm of framing disciplines at school level.

Unit V :

Recommendation of disciplines

- a. Recommendation of disciplines by Kothari Commission, Mudaliar Commission.
- b. Recommendation by National Educational Policy.

Practicum/Work experience

- Conduct seminar on Scheme of school curriculum.
- Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present head.

Suggested Readings/References

1. Coodson, I.F. & Martha, C.J. (2005), Studying School Subjects : A Guide Rouldeg
2. Ghose, S.C. (2007) History of Education in the India, Rawat Publication.
3. Naik, J.P. & Nurullah, S. (1974). A Students – History of education in India (1800-1973) Macmillan.
4. NCERT (2005). National curriculum framework. NCERT.

5. Armstroug, M. (1980). The Practice of art and the growth of understanding. In closely observed children: The diary of a primary classroom (PP131-170). Writers and Readers.
6. Apple, M.W. & Beane, J.A. (2006) Democratic schools: Hessous in powerful education, Ekaluya, Retrived from http://www.arwindgupta_toys.com.

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FIRST YEAR DETAILED SYLLABUS

PAPER – BD106

PEDAGOGY OF SCHOOL SUBJECTS

This Paper divided into nine (09) parts, the candidate can choose only two parts out of them which are given below:-

Optional Paper – BD106 (A):

Pedagogy of Science-I - Physics, Chemistry.

Optional Paper – BD106 (B):

Pedagogy of Science-II - Zoology, Botany.

Optional Paper – BD106 (C):

Pedagogy of Science-III - Mathematics.

Optional Paper – BD106 (D):

Pedagogy of Languages -

- (i) Pedagogy of Hindi
- (ii) Pedagogy of English
- (iii) Pedagogy of Sanskrit
- (iv) Pedagogy of Urdu

Optional Paper – BD106 (E):

Pedagogy of Social Science-I - History, Civics.

Optional Paper – BD106 (F):

Pedagogy of Social Science-II - Economics, Geography.

Optional Paper – BD106 (G):

Pedagogy of Fine Arts -

- (i) Pedagogy of Drawing & Painting
- (ii) Pedagogy of Music.

Optional Paper – BD106 (H):

Pedagogy of Home Science.

Optional Paper – BD106 (I):

Pedagogy of Commerce.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(A)

PEDAGOGY OF SCIENCE-I

(PHYSICS, CHEMISTRY)

Objectives :

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

- Understand the nature and structure of science.
- Understand the aims and objectives of teaching science at different level of school education.
- Apply principles of learning processes in teaching of Science.
- Discuss a topic in Science effectively by adopting appropriate teaching strategy.
- Identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- Use effectively the teaching aids in teaching science.

UNIT-I :

NATURE AND HISTORICAL PERSPECTIVE OF SCIENCE

(a) Meaning, concept and nature of science.

(b) Science as interdisciplinary area of learning i.e. facts concepts, principles, laws and theories.

(c) Milestones of pedagogy of science (Historical development).

(d) Science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanation.

(e) Role of science in national building.

UNIT-II :

AIMS AND OBJECTIVES

- (a) General Aims and objectives of teaching science.
- (b) Difference between aims and objectives.
- (c) Bloom taxonomy of educational objectives.
- (d) Writing the objectives in terms of learning outcomes.
- (e) Writing the objectives for different levels of school teaching.

UNIT-III :

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and Techniques of teaching science.
- (b) Teacher centered methods-Lecture, Demonstration and Lecture cum demonstration method.
- (c) Pupil centered methods-Problem solving, Project method.
- (d) Need & Importance of planning in teaching, preparing a lesson plan.
- (e) Preparation of unit plan and resource plan.

UNIT-IV :

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to science.
- (b) Process of curriculum development.
- (c) Evaluation of existing science curriculum.
- (d) Importance and types of Audio-Video aids, improvised teaching aids.
- (e) Need, importance and evaluation of science text books.

UNIT-V :

EVALUATION AND ACTION RESEARCH

- (a) Concept, scope and importance of evaluation.
- (b) Tools and techniques of evaluation and characteristics of a good test.
- (c) Construction and Administration of an achievement test in science.
- (d) Action research – meaning, importance and procedure.
- (e) Action Research design.

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FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(B) **PEDAGOGY OF SCIENCE-II** **(ZOOLOGY, BOTANY)**

Objectives :

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

- Understand the aims and objectives of teaching science and its inter-relationship with other branches of science.
- Appreciate the role of science in day today life and its relevance to modern society.
- Develop adequate skills to use different methods of science for an effective teaching.
- Develop competency to organize laboratory facilities and equipment.
- Analyze the organization of science content at secondary level.
- Develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.
- Error analysis and conduct remedial teaching for students.

UNIT-I :

NATURE, CONCEPT & IMPORTANCE

- (a) Origin & Nature of Biological Sciences
- (b) Values of Biological Sciences
- (c) Role of Biology in our lives
- (d) Claims of Biology for the inclusion in school curriculum
- (e) Relation of Biology to other school subjects.

UNIT II :

AIMS & OBJECTIVES

- (a) General aims and objectives of teaching Biology
- (b) Difference between aims and objectives
- (c) Blooms taxonomy of educational objectives
- (d) Writing the objectives in terms of learning outcomes
- (e) Writing the objectives for different levels of school teaching.

UNIT III :

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and techniques of teaching Biology
- (b) Teacher-centered methods: lecture method, demonstration method, lecture-demonstration method, historical method etc.
- (c) Child-centered methods, Project-method, heuristic method, problem solving, assignment, laboratory method & Field Trips
- (d) Need and importance of planning in teaching, preparing a lesson plan
- (e) Preparation of unit plan and resource unit plan.

UNIT IV :

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to Biological Science
- (b) Process of curriculum development
- (c) Evaluation of existing Biology curriculum
- (d) Importance and types of audio-visual aids, Improvised Teaching Aids
- (e) Need, importance and evaluation of Biology text books.

UNIT V :

EVALUATION & ACTION RESEARCH

- (a) Concept, scope and importance of Evaluation
- (b) Tools and Techniques of evaluation and characteristics of a good test
- (c) Construction and administration of an achievement test in Biology
- (d) Action research-meaning, importance and procedure
- (e) Action research design.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(C)

PEDAGOGY OF SCIENCE-III

(MATHEMATICS)

Objectives :

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

- Understand the importance of aims and objectives of teaching mathematics.
- To formulate instructional objectives for different topics of mathematics.
- Select suitable methods appropriate to transact the subject matter.
- Structure instructional strategies and make use of different resources for effective teaching.
- Understand the techniques of evaluation and develop the competency in preparing tools of evaluation in mathematics.

UNIT - I

Foundation of Mathematical Education

- a. Meaning, nature and structure of mathematics.
- b. Value of teaching mathematics.
- c. History of Mathematics with special reference to Indian Mathematics (Aryabhatta and Srinivas Ramanajum)

UNIT - II

Aims, Objectives and curriculum reform:

- a. General aims and objectives of teaching mathematics in different level of education.
- b. Bloom's Taxonomy and specification of objectives in terms of learning outcomes.
- c. Correlation of mathematics with other school subjects language, social science and science.
- d. Rationale, objectives, principles in the recent curricular reforms.

UNIT - III

Methods, Techniques and Lesson Planning of Mathematics:

- a. Different methods approaches and techniques of teaching mathematics.
- b. Teacher Centered and Child Centered Method of mathematics teaching.
- c. Meaning & approaches of lesson planning, preparation of unit plan and lesson plan.

UNIT - IV

Learning resources in Mathematics:

- a. Text books, teacher manuals - importance and characteristics.
- b. Co-curricular activities i.e. Mathematics field trip.
- c. Audio-visual aids.
- d. Print Media etc.

UNIT - V

Evaluation in Mathematics:

- a. Meaning and purpose of evaluation.
- b. Types of test items - Objective, short-answer & essay types.

- c. Continuous and comprehensive evaluation:
 - (i) Summative
 - (ii) Formative
- d. Error analysis & conduct remedial teaching.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(D)(i) **PEDAGOGY OF LANGUAGES - HINDI**

लक्ष्य

भावी शिक्षकों में हिन्दी शिक्षण हेतु भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना।

- भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना।
- भावी शिक्षकों में हिन्दी शिक्षणोपरान्त अपेक्षित कुशलताओं का विकास करना।
- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवं साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना।
- सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना।

प्रथम इकाई-

आधारभूत संप्रत्यय, महत्व, उद्देश्य एवं सिद्धान्त

- (क) भाषा : अर्थ, आधार एवम् प्रकृति
- (ख) देवनागरी लिपि की विशेषतायें
- (ग) हिन्दी भाषा का महत्व-मातृभाषा एवम् राष्ट्रभाषा के रूप में
- (घ) भाषा शिक्षण के सामान्य सिद्धान्त एवम् सूत्र
- (ङ) हिन्दी शिक्षण के उद्देश्य (सामान्य एवं विशिष्ट)

द्वितीय इकाई-

हिन्दी भाषा की स्थिति एवं भूमिका

(क) स्थिति : (i) स्वतंत्रता से पहले और स्वतंत्रता के पश्चात हिन्दी भाषा की स्थिति।

(ii) संविधान एवं शिक्षा समितियों की रिपोर्ट में हिन्दी भाषा

(ख) धारा 343, 351, 350(1), कोठारी आयोग (1964-66) राष्ट्रीय शिक्षा नीति 1986 पी0ओ0ए0 1992, राष्ट्रीय पाठ्यचर्या 2005

भूमिका-

- (i) हिन्दी के विविध रूप
- (ii) अन्तर्राष्ट्रीय स्तर पर हिन्दी
- (iii) ज्ञान की भाषा के रूप में हिन्दी
- (iv) राष्ट्रभाषा के रूप में हिन्दी
- (v) माध्यम भाषा के रूप में
- (vi) शिक्षक-शिक्षार्थी सम्बंध के पहलू के रूप में भाषा

तृतीय इकाई-

भाषा शिक्षण की प्रमुख विधियाँ/प्रविधियाँ/प्रणालियाँ एवम् पाठ्य-पुस्तक

(i) व्याकरण-अनुवाद विधि, प्रत्यक्ष विधि, प्राकृतिक प्रणाली ढाँचागत प्रणाली, उद्देश्यपरक (अन्तर्विषयक/ अन्तर्अनुशासनात्मक) संप्रेषणात्मक प्रणाली, आगमन-निगमन विधि।

(ii) पाठ्य-पुस्तक-

गुण एवं उपयोगिता

- पाठ्यपुस्तक की विशेषतायें
- पाठ्य-पुस्तक का विश्लेषण एवं आलोचानात्मक मूल्यांकन

चतुर्थ इकाई-पाठ योजना एवम् शिक्षण सहायक सामग्री

(क) पाठयोजना-

(i) पाठ योजना निर्माण के उपागम, इकाई योजना एवं उसकी उपयोगिता

(ii) गद्या, पद्य, कहानी, निबंध, नाटक एवं व्याकरण की पाठ योजना तैयार करना (पाठ्यक्रम के अनुसार)

(ख) शिक्षण सहायक सामग्री-

(i) दृश्य-श्रव्य सामग्री का प्रयोग एवं महत्व

(ii) दृश्य साधन

(iii) श्रव्य साधन

(iv) श्रव्य-दृश्य सामग्री

(v) भाषा प्रयोगशाला

पंचम इकाई-

मूल्यांकन

(i) भाषा शिक्षण में मूल्यांकन

(ii) मौखिक एवं लिखित मूल्यांकन

(iii) भाषिक कौशलों को जाँचने एवं मौखिक एवं लिखित प्रश्नों के स्वरूप और अभ्यास।

(iv) वस्तुनिष्ठ एवं निबंधात्मक मूल्यांकन/परीक्षण

(v) त्रुटि पहिचान एवं उपचारात्मक शिक्षण।

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(D)(ii) **PEDAGOGY OF LANGUAGES - ENGLISH**

Objectives:

After completion of course the student will be able to-

- Develop a good understanding about the role, status, objectives and problems of Teaching English.
- Enrich the knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Teach basic skills (Language) LSRW and integrate them for communicative purpose.
- Critically review and use appropriately different approaches, and methods of Teaching English.
- Plan and teach lessons in English prose poetry, grammar, composition and drama related to the prescribed syllabus.
- Choose, prepare and use appropriate teaching aids in the class-room both print and electronic material ECT also.
- Use various techniques for evaluation of learner's achievement in English Language.
- Identify and analysis errors of teaching learning and conduct remedial teaching.

Unit -I

Language, Literature and Aesthetics:

- (a) Need objectives and relevance of studying literature in school course.
- (b) Translation: Importance and need of translation
- (c) Text book (1) its characteristics and utility

(2) Analysis and Evaluation of text books

(d) As a creative activities.

Unit-II

Role and place of English Language in curriculum in India

(a) Role of English Language: - English as a -

- (i) Colonial language
- (ii) Language of knowledge
- (iii) Means of Learning & communications
- (iv) Means of medium of Instruction
- (v) Language for Specific purposes

(b) Place of English Language in curriculums in India :

- (i) Second language (ii) Link language
- (iii) Constitutional Provisions for teaching of language
- (iv) Kothari Commission (1964-66)
- (v) National curriculum Frame work 2005, 2009

Unit-III

Methods, Approaches and Techniques for teaching of English:

(a) Methods: Direct method, Grammar translation method structure-situational method, Audio-Lingual Method, Inductive- deductive method, Natural Method and Billiard Method.

(b) Approaches: Communicative approach, thematic approach and structural approach.

(c) Techniques: (i) Communicative Language Teaching (CLT)
(ii) Computer Assisted Language Learning (CALL)

(iii) Computer Assisted Language Teaching (CALT)

Unit-IV

Plan and Resources for Teaching of English Language:

(a) **Plan:** Make a plan for Prose, poetry, composition, grammar and drama according to prescribed course.

(b) **Resources:**

(i) Boards-White, Black-board, smart board Flannel board, Roll-up board.

(ii) Audio-aids

(iii) Visual-aids

(iv) Language Lab

(v) Audio-Visual aids

(vi) Other related material i.e. Magazines News papers, stories, anecdotes etc.

(c) **Types of Plan:**

(i) Micro Plan.

(ii) Macro Plan.

(iii) Unit Plan.

Unit-V

Evaluation:

(i) Its concept and meaning

(ii) Type of Test-Achievement test, Proficiency test, Diagnostic Test, Prognostic test, Formative and Summative test.

(iii) Concept of continuous comprehensive Evaluation.

(iv) Various types of language test

(v) Concept and need of remedial teaching and remedial work.

(vi) Criteria of a good language test.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(D)(iii) **PEDAGOGY OF LANGUAGES - SANSKRIT**

Objective

On Completion of the course, the student teacher will be able:-

- Understand the different roles of language.
- To develop understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to know the place of Sanskrit in curriculum in India.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To understand about the method of teaching Sanskrit.
- To understand and prepare various kinds of lesson-plans.

Unit-I

Basic concepts, Importance, Aims and objectives of Sanskrit teaching

(i) Basic Concepts:

- (a) Sanskrit language and literature.
- (b) Sanskrit language and Indian languages.
- (c) Sanskrit as a modern Indian language.

(ii) Importance:

- (i) Importance of teaching Sanskrit in India.
- (ii) Problems related to Sanskrit teaching at school level.
- (iii) Aims and objectives of teaching Sanskrit at different levels.

Unit-II

Role and Position of language Sanskrit in India and constitutional Provisions:

- (a) Role of language: Home Language and school language, language across the curriculum language as a means of learning and knowledge.
- (b) (i) Place of Sanskrit at different levels of school education.
(ii) Place of Sanskrit in three language formula.
(iii) Sanskrit curriculum and text-books at school level.

Unit-III

Methods/ Approaches and Audio-Visual Aids of Teaching Sanskrit

(a) Methods/Approaches: Direct method, Traditional method, Text-book method, Communicative approach, Grammar Translation method, Inductive deductive method structural Situational method.

(b) Audio-Visual Aids:

- (i) Audio aids
- (ii) Visual aids
- (iii) Audio-visual aids
- (iv) Print-media reference books, magazines etc.
- (v) ICT
- (vi) Language Labs etc.

Unit-IV

Planning and Teaching of Sanskrit language:

- (i) Planning: Importance, Nature, objectives and needs of planning.
- (ii) Types of plan: Micro plan, macro plan and unit plan.
- (iii) Analysis of syllabus and textual materials of Sanskrit curriculum at various level of education.
- (iii) Teaching and plan for prose, poetry, drama, grammar and composition.

Unit-V

Evaluation

- (i) Its concept and importance.
- (ii) Assessment of language: Continuous and comprehensive Evaluation (CCE)
- (iii) Techniques of evaluation: Oral, Written, Close Text, Self evaluation, group evaluation peer evaluation.
- (iv) Type of questions/Test: Essay type, short answer, objective type, true and false, problem- solving.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(D)(iv) **PEDAGOGY OF LANGUAGES - URDU**

Objectives

On Completion of the course, the student teacher will be able to:-

- Understand the nature and mechanism of language.
- Identify the components of the four language skills and acquire the same.
- Develop acquaintance with approaches and methods of teaching.
- Organize different co-curricular activities and appreciate their values.
- Analysis the syllabus and text books.
- Plan and teach lesson in Urdu prose, poetry, drama, grammar and composition.
- Develop and Use teaching aids in the class room both print and audio-visual material aids and ICT.
- Understand the process of language assessment.

Unit-I

Basic concepts, Importance, position & Objectives of Teaching Urdu

- (a) Basic Concepts: Concept of language (Verbal & nonverbal) Khat-e-Naskh, Khat-e-Nastalige Lhat-e-Shikasht, knowledge of Urdu script, Intensive and Extensive reading.
- (b) Importance & functions of language with special reference to the Urdu language.
- (c) Position of Urdu language in the present educational system in India.
- (d) Objectives of teaching Urdu at secondary stage in education.

Unit-II

Role of language and constitutional Provisions for Teaching of Language

(a) Role of Language :

- (1) Language as a -
- (i) Medium of instruction
 - (ii) Medium of communication
 - (iii) Language of transmission of culture & heritage.
 - (iv) School subject
 - (v) Medium of understanding
 - (vi) Language across the curriculum
 - (vii) Multicultural awareness and language teaching.
 - (viii) Multilingualism as a resource.
- (2) Constitutional Provisions and Policies of language Education:
Article 343, 351, 350 (4), Kothari commission (1964), NPE-1986, POA-1992, National curriculum Framework- 2005) Language Education)

Unit-III

Methods/Approaches and Support system of Teaching Urdu

(i) Method Approaches:

Direct Method, Structural, Trilingual Method, Translation Cum-Grammar, Communicative approach, Structural-situational Method, Audio-Lingual Method, Natural Method, Thematic Approach (Inter-disciplinary)

(ii) Support system:

- (a) Visual aids
 - (b) Audio aids
 - (c) Audio visual aids including (All programmes Radio, T.V. Film, etc.)
- (iii) Print-Media
- (iv) Co-curricular activities (Discussion, debates workshops Seminar etc)

(v) Language labs

Unit-IV

Planning and Teaching of Urdu Language

(a) Planning for teaching Urdu:

(i) Need & Importance of planning.

(ii) Content Analysis

(iii) Types of Plan: - Yearly plan, Unit plan, and daily lesson plan

(b) Teaching of various forms of Urdu language: Prose, Poetry, Composition, Grammar and drama.

Unit-V

Evaluation : Its Role and Importance.

(i) Concept and meaning of assessment, Evaluation.

(ii) Continuous and comprehensive evaluation (CCE)

(iii) Types of Assessment: Formative & Summative assessment.

(iv) Types of Test: Essay Type, Short answer and objective type.

(v) Techniques of Evaluation: Oral, Written, Self evaluation, Group Evaluation, peer Evaluation.

(vi) Feedback to students, parent, teachers and remedial teaching.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(E) **PEDAGOGY OF SOCIAL SCIENCES – I** **(HISTORY & CIVICS)**

Objective

On Completion of the course, the student teacher will be able to:-

- Understand the concept, nature and scope of social science (History and Civics)
- Understand the aims & objectives of teaching History and Civics.
- Develop competencies in teaching History and Civics at Secondary stage.
- Acquire knowledge of various evaluation procedures and devise of effective evaluation tools.
- Use different instructional materials for effective teaching of History and Civics.

Unit-I

Meaning, Nature and Importance (History and Civics)

- (a) Meaning, nature and importance of History and civics teaching.
- (b) Essential elements in education for citizenship.
- (c) Brief history of social science abroad and in India.
- (d) Relationship with other school subject.

Unit-II

Aims and objectives of History and Civics teaching.

- (a) Aims and instructional objectives of the teaching history and civics at different school levels.

- (b) Bloom's taxonomy and writing objectives in behavioral term.
- (c) Curriculum and content of social studies concept and importance of curriculum, objectives of social science curriculum, principles of selection of content, social science syllabus prescribed by NCERT.
- (d) Different kinds of techniques, traditional and modern teaching aids.

Unit -III

Approaches and Methods of teaching history and Civics

- (a) Various Methods of teaching civics and History.
Story telling Method, text book, Method, Lecture cum demonstration, Question answer method, Discussion method, Assignment method, project method, problem solving method socialized recitation method.
- (b) Techniques and devices of teaching History and Civics. Seminars, group discussion, assignments, excursions, supervised study.
- (c) Social science teacher and Professional growth.
- (d) Meaning, importance, approaches and preparation of lesson plan and unit plan.

Unit-IV

Learning resources in social science I (History and Civics)

- (a) Audio-visual aids-teaching aids, Need, uses, kinds and advantages.
- (b) Co-curricular activities in social science and use of activities and play-way devices in social science.
- (c) ICT materials in teaching learning of social science (History and civics) Use of ICT video clips, Power-point presentation etc.
- (d) Text book – Meaning, importance and criteria of a good text book and evaluation of a social science text book.

- (c) Social science laboratory and Museum, Library, Social science club, Wall-Magazines, Field trip or Educational tours.

Unit-V

Evaluation in social science I (History and Civics)

- (a) Meaning and importance of evaluation.
- (b) Formative and summative evaluation.
- (c) Types of Evaluation oral test, written test- Essay Type Test, (ii) Objectives Type Test.
- (d) Construction of test items-unit test and Examination question paper at secondary level.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(E) **PEDAGOGY OF SOCIAL SCIENCES – II** **(ECONOMICS & GEOGRAPHY)**

Objective:

On Completion of the course, the student teacher will be able to :-

- Understand the concept, meaning and scope of social sciences.
- Acquaint with appropriate methodology as applicable to social sciences.
- Enrich the knowledge of basics of Economics and to acquaint with the Indian Economy.
- Develop the skill in preparing and use of appropriate instructional materials.
- Acquire skill in teaching of social sciences.
- Acquire knowledge of various evaluation procedures and effective evaluation tools.

Unit-I

Meaning, Nature and Importance of Teaching - Economics and Geography:

- (a) Meaning, Nature and scope of geography and Economics.
- (b) Place and importance of teaching Economics and geography at secondary level.
- (c) Correlation of Economics and geography with other school subjects.
- (d) Relationship with other school subjects.

Unit-II

Aims and objectives of Geography and Economics teaching:

- (a) Instructional objectives of teaching social science-2 (Geography and Economics) at different school levels.
- (b) Bloom's taxonomy and writing objectives in behavioral term.

- (c) Curriculum and content of Geography and Economics concept and importance of curriculum, objectives and Principles of selection of content Geography and Economics Syllabus at different levels prescribed by NCERT.
- (d) Different kinds of teaching aids-Traditional and modern teaching aids.

Unit-III

Approaches and Methods of teaching Geography and Economics:

- (a) Various methods of teaching Economics and Geography, Lecture Method, Inductive-Deductive method, Project method, Survey method, Discussion method.
- (b) Techniques and devices of teaching Economics and Geography.
 - (i) Questioning
 - (ii) Narration
 - (iii) Illustration
 - (iv) Dramatization
 - (v) Assignments
 - (vi) Story Telling
 - (vii) Drill
 - (viii) Seminar
 - (ix) Brain Storming
 - (x) Field Trips and Educational Tours
 - (xi) Observation
 - (xii) Debate
- (c) Social science teacher and professional growth.
- (d) Meaning, importance, approaches and preparation of lesson plan and unit plan

Unit-IV

Learning resources in Social Science-II (Economics & Geography):

- (a) Audio-Visual aids-teaching aids, Need, uses, kinds and advantages.
- (b) Co-curricular activities in social science and play way devices in social science.

- (c) ICT Materials in teaching learning of social science (Economics and geography).
Use of ICT- Video-clips, Power-point Presentation, Interactive Board etc.
- (d) Text book Meaning, importance and quality of a good text book of Economics and Geography
- (e) Social science room (Economics and Geography) importance and equipments,
Social science club, wall-Magazines, Atlas using maps and using pictures.

Unit-V

Evaluation in Social Science (Economics & Geography):

- (a) Meaning and importance of evaluation.
- (b) Types of evaluation, oral test, written test - Essay type test, Objective types test, and short answer type.
- (c) Formative and Summative Evaluation.
- (d) Construction of test items and examination question paper at secondary level.
- (e) Continuous and comprehensive Evaluation (CCE).

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYALLBUS

OPTIONAL PAPER – BD106(F)(i) **PEDAGOGY OF FINE ARTS** **(DRAWING & PAINTING)**

Objectives:

- (i) To develop an understanding of drawing and painting.
- (ii) To understand the role and importance of drawing and painting and its cultural background.
- (iii) To know the place of drawing and painting in curriculum
- (iv) To understand about the methods of teaching drawing and painting.

UNIT I :

CONCEPT AND PLACE OF DRAWING & PAINTING IN SCHOOL CURRICULUM

- (a) Vocational aspect of learning Drawing & Painting
- (b) Brief Historical Development in Drawing and Painting
- (c) The importance of Drawing and Painting, it's place in the secondary and higher secondary school curriculum
- (d) Meaning & Importance of Correlation & Correlation among its branches
- (e) Correlation with other school subjects.

UNIT II:

AIMS, OBJECTIVES, AND CURRICULUM OF TEACHING DRAWING & PAINTING

- (a) Aims and objectives of teaching Drawing and Painting and its' formulation at primary-secondary and Higher Secondary levels
- (b) Specific objectives of teaching (with respect to Bloom's Taxonomy)-

- (i) Designing
- (ii) Nature study
- (iii) Object Drawing
- (iv) Memory Drawing

(c) Planning of Drawing & Painting Curriculum for Secondary and Higher Secondary School

(d) Principals Governing Curriculum Construction

(e) Critical Evaluation of existing Curriculum and Suggestions for Improvement.

UNIT III :

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Teacher Centered Method- Demonstration, Story-telling
- (b) Child Centered Methods-Free Expression, Project Method
- (c) Meaning and Importance of Lesson Planning
- (d) Unit plan, resource plan & lesson plan-concept & importance
- (e) Preparation of unit plan, resource plan & lesson plan.

UNIT IV:

TEACHER AND USE OF TEACHING AIDS IN TEACHING DRAWING & PAINTING

- (a) Qualities and duties of a good drawing and painting teacher
- (b) Ideal Art Room-necessary equipment and their maintenance
- (c) Audio-visual aids and their uses in teaching drawing and painting
- (d) Selection and preparation of audio-visual aids in teaching drawing and painting
- (e) Organization of art competitions at various stages-Primary, Junior and High School levels.

UNIT V:

EVALUATION IN TEACHING DRAWING & PAINTING AND ACTION RESEARCH

- (a) Concept and role of evaluation in Drawing & Painting-Different types of tests used in evaluation of theory (objective, short answer and essay to type)
- (b) Different types of tests used in evaluation of practical work (Designing nature drawing, object drawing, memory drawing)
- (c) Remedial teaching for backward and enrichment programme for gifted
- (d) Common errors in Drawing and Painting and remedial exercises

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYALLBUS

OPTIONAL PAPER – BD106(F)(ii)

PEDAGOGY OF FINE ARTS

(MUSIC)

Objectives

- (i) To develop an understanding of the nature of music.
- (ii) To understand the role and importance of music and its cultural background.
- (iii) To know the place of music in curriculum.
- (iv) To understand about the methods of teaching music.

UNIT I:

CONCEPT, IMPORTANCE AND PLACE OF MUSIC IN SCHOOL CURRICULUM

- (a) Concept & Importance of Indian Music, its chief characteristics and its place in school curriculum
- (b) Types of Music-classical, semi-classical, light (folk and film) its place and importance in school curriculum
- (c) Brief historical development of Music pre-independence and post-independence period
- (d) Vocational prospects of learning Music
- (e) Meaning and Importance of Music and Relationship of music with other school subjects.

UNIT II:

AIMS AND OBJECTIVES OF TEACHING MUSIC:

- (a) (i) General aims and objectives of teaching music

- (ii) Specific objectives of teaching music according to Bloom's Taxonomy
- (b) Meaning of curriculum, Principles of framing music curriculum
- (c) Planning of music syllabus for nursery to secondary level
- (d) A critical evaluation of existing syllabus and suggestions for their improvement
- (e) Aspects of teaching Music
 - (i) (a) Raga Prashikshan
 - (b) Tal Prashikshan
 - (ii) training in appreciation of Music.

UNIT III:

METHODS, TECHNIQUES AND AIDS OF TEACHING MUSIC

- (a) Methods and techniques of teaching Music: lecture, demonstration, lecture-cum-demonstration imitation, dramatizations, discussion questioning, explanation and description
- (b) Audio-visual aids-meaning, importance and selection
- (c) Classification of Audio-Visual Aids
- (d) Ideal Music-Room, necessary equipment and maintenance of musical instruments
- (e) Notation system-its merits and limitations.

UNIT IV:

LESSON PLANNING

- (a) Qualities and duties of Music teacher
- (b) Meaning and importance of lesson planning
- (c) Concept and importance of Unit Plan & Resource Plan
- (d) Lesson planning in teaching Rages, Tals and Light Music
- (e) Lesson planning for teaching theoretical part of Music.

UNIT V :

EVALUATION

- (a) Concept and importance of evaluation in Music
- (b) Evaluation Techniques and Characteristics of a good evaluation device
- (c) Construction of test items and examination question paper
- (d) Action research: meaning importance & procedure.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(H) **PEDAGOGY OF HOME SCIENCE**

Objective

On Completion of the course, the student teacher will be able to:-

- Understand the nature and importance of Home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realize the essential unity between laboratory work and theoretical background of the subject.
- Use effectively the instructional material in teaching Home Science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in Home Science and to provide suitable remedial instructions to them.

Unit-I

Nature, Importance, Aims & Objectives

- (i) Nature and meaning of Home Science
- (ii) Values and Importance of Home Science for students of higher secondary stage.
- (iii) Correlation of Home Science with other subjects.
- (iv) Aims and objectives of Home Science Teaching (Bloom's approach to specify the out comes)

Unit-II

Methods/approaches/Techniques of Teaching Home Science

- (i) Problem solving Method, Demonstration Method, Experimental Method, Project Method, Lecture cum demonstration.
- (ii) Question answers Technique.
- (iii) Dramatization.
- (iv) Field Trips

Unit-III

Planning and qualities of a Home Science Teacher

- (i) Concept of planning for Home Science.
- (ii) Various steps of Planning-unit and lesson planning.
- (iii) Importance & advantage of unit and lesson plan.
- (b) (i) Qualities of a good Home Science Teacher.
- (ii) Role of Home Science teacher

Unit-IV

Curriculum & Media

- (a) Principles of curriculum development, evaluation of existing home science, curriculum and text books
- (b) Media
 - (i) Audio aids
 - (ii) Visual aids
 - (iii) Audio-Visual aids
 - (iv) Print Media
 - (v) Reference Books Magazines etc.
 - (vi) Laboratories (Location, Buildings)

Units-V

Evaluation

- (i) Concept, Principles basis and measures to improve a syllabus.

- (ii) Concept of measurement and Evaluation
- (iii) Criteria of good evaluation and construction of test items and examination question paper.
- (iv) Merits demerits of evaluation.
- (v) Continuous and comprehensive Evaluation (CCE): Formative and Summative Assessment.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

OPTIONAL PAPER – BD106(I) **PEDAGOGY OF COMMERCE**

Objective

On Completion of the course the student teacher will be able to:-

- Acquire the basic understanding in the field of commerce education.
- Develop the ability to plan curriculum and instructions in commerce at school level.
- Develop the ability to critically evaluate existing school syllabus and text books.
- Import knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- Develop the ability to preparing and achievement test.
- Develop commercial efficiency among the students.

Unit-I

Meaning, objectives and place of commerce

- (i) Meaning, nature and scope of commerce teaching.
- (ii) Aims & objectives and values of teaching commerce at senior secondary level.
- (iii) The place of commerce in school curriculum.

Unit-II

Methodology of Teaching

- (i) Concept, Importance and Preparation of unit plan, resource plan and lesson plan.
- (ii) Maxims of teaching.
- (iii) Class-room observation

Unit-III

Methods, Devices and syllabus of commerce

- (i) Modern Methods of teaching commerce.
- (ii) Devices of teaching commerce.
- (iii) A critical estimate of the present syllabus in commerce at senior secondary level.

Unit-IV

Instructional Material/Teaching Aids

- (i) Importance of proper teaching-learning material for effective instruction.
- (ii) Criteria for selection of instructional material and equipments/aids.
- (iii) Different audio-visual aids and material used in commerce education/Teaching.
- (iv) Evaluation of text-book in commerce at senior secondary level.

Unit-V

Evaluation

- (i) Meaning, nature and scope of commerce teaching.
- (ii) Importance of evaluation in commerce
- (iii) Type of Tests-Essay, Short answer and objective type and construction of test items and examination question paper.
- (iv) Forms of evaluation:
 - (a) Traditional and continuous and comprehensive Evaluation (CCE)
 - (b) Formative and Summative evaluation.
 - (c) Analysis of errors of teaching learning.
 - (d) Conduct remedial teaching.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD107(EPC-1) **ART & AESTHETICS IN EDUCATION**

Objectives:-

- After taking this course student teachers will be able to use and understand the utility of graphic arts and their relevance for developing the aesthetic sense.

Course Content

1. Difference between education in arts and arts in education.
2. Identification of different performing arts forms and artists, dance, music and musical instruments, theatre, puppetry etc. (based on a set of slides selected for the purpose).
3. Knowledge of Indian Traditional Craft and its relevance in Education (based on a set of slides selected for the purpose).
4. Knowledge of Indian Contemporary Arts and Artists, Visual Art (based on a set of slides selected for the purpose).
5. Indian festivals and its artistic significance.

Practicum/work experience

Students will be required to prepare different materials of visual art, such as pastel, poster, pen & ink, rangoli, materials, clay etc. paper framing and display of art works, participation and performance in anyone of the regional arts form keeping in mind the integrated approach, planning a stage - steeling for a performance/presentation by the student teacher.

References:

- Arya Jaides : Kala ke Adhyapan, Vinod Pustak Mandir, Agra.
- Ruth Dunneth : 'Art and Clired Personalty, Metheun and Co. Ltd, London, 1945.
- Kiya Shiksha. Vol. No 4, April 1966, Special Vender, Art education, Publication by department of Education, Rajasthan, Bikaner.

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PAPER – BD108(EPC-2) **CRITICAL UNDERSTANDING OF ICT**

Objectives:-

- To enable student teacher to use ET approach for optimizing learning outcomes in various subjects at the school level.
- To enable them to make intelligent use of ICT.
- To enable them to use existing technologies in education.
- To enable them to design and develop ICT integrated learning resources.
- To enable them to develop the professional and personal self.

UNIT I :

TEACHING WITH TECHNOLOGY

Instructional applications of technology (Computer assisted instruction), Using ICT and multimedia as technology enhanced communication devices in teaching and learning, plagiarism check for authenticity of document.

UNIT II :

LEARNING WITH TECHNOLOGY

Use of ICT resources to keep up-to-date on issues related to education. Using the Internet as well as working safely (and securely) for its educational use. Online collaboration (through skype, google talk, etc.)

UNIT III :

ADAPTING INNOVATIVE TECHNOLOGIES TO EDUCATION

Emerging trends and technologies for facilitating learning like - massive open online courses (MOOC), web 2.0 tools. Use of Modular Object Oriented Dynamic Learning Environment (MOODLE). Learning in virtual environment, Webinars.

UNIT IV :

USE OF ICT FOR ADMINISTRATIVE SUPPORT

Creating educational database, Use of technology for evaluation (Processing of academic scores, online display and modifications), graphical representation of data, communicating institutional information through ICT (viz. website), Use of online evaluation system.

UNIT V :

USE OF ICT FOR ACADEMIC SUPPORT

Use of online discussion forum (viz. blogs on e-magazines, e-articles, e-discussions etc.). Accessing digital resources for self-learning needs like websites, information portals. Online admission system.

Practicum/Work experience

Construction of lesson plan by use of Audio Visual Media and Computers.
Prepare a sample report card after processing scores in excel worksheet.

References:

- Becker, H.J. & Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.

- UK Sing & KN Sudarshan: Computer Education - A Reference Guide to Using Internet Resources.
<http://www.bedfordstmartins.com/online/citex.html>
- Wikipedia - online encyclopedia website - <http://www.wikipedia.org/>
E-learning India Website - <http://elearning-india.com/>
- कुलश्रेष्ठ एस0पी0 - शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

PRACTICAL WORK – 1 **SCHOOL INTERNSHIP – I**

DURATION 4 WEEKS

During the internship a student teacher shall work as a regular teacher and participate in all school activities.

Components:

- Observation of schools.
- Morning Assembly, Library.
- Organization of co-curricular activities.
- Observation of class-room management - infrastructural facilities available.
- School teachers' observation - Teaching styles, Engaging and Evaluation.
- Pedagogical Analysis of lessons.

Preparation of observation report/file on five point rating scale.

- Preparation, orientation and use of teaching learning material (TLM) in each teaching subject.
- All the students have to complete five days scouting - guiding camp.

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SECOND YEAR DETAILED SYLLABUS

PAPER – BD201 **KNOWLEDGE & CURRICULUM**

Objectives:

- To understand the social basis of education.
- To understand distinction between knowledge, skill, teaching and training.
- To understand curriculum and preparation of curriculum.
- To understand education in relation to modern values, equity, equality, individual afformity, dianity and social justice.
- To discuss three concepts - activity, discovery and dialogue with reference to Gandhiji, Jai Krishan Murti, Tagore, Dewey, Plato.

Unit I :

Meaning and nature of knowledge

- a. Meaning and nature of knowledge in education.
- b. Difference between information, knowledge, belief and opinion.
- c. What are the different ways of knowing?
- d. What are the relative role of knower and the known in knowledge transmission and construction?

Unit II :

Concept of Curriculum

- a. Meaning, definition and characteristics of curriculum.
- b. Scope of curriculum at secondary level and senior secondary level.

- c. Objectives of curriculum at secondary level and vocational courses.
- d. Relationship between curriculum and education.

Unit III :

Organizational climate for transmission of knowledge

- a. School as organization - meaning, needs, types and principles of school organization, administration and management.
- b. Co-curricular activities - meaning, importance and principles of organizing co-curricular activities.
- c. Place of language in school curriculum.
- d. School climate: conducive, learner - friendly, inclusive, vibrant.

Unit IV :

Modern Concept of Curriculum

- a. Critical study of curriculum framework 2005 to 2009.
- b. Discuss the modern approach of child centered education.
- c. Role of states, local bodies and NG O's in the formation of school curriculum.

Unit V :

Role of Teacher and Principal for Construction of knowledge

- a. Leadership - Concept, need and development of leadership quality among teachers and students.
- b. Discipline - Concept, basis of discipline, causes of indiscipline and its remedial, resources, rewards and punishment as techniques of maintaining discipline.
- c. Role of teacher in proper class management and learning environment, teachers self assessment and accountability.
- d. Punishment and its legal implications.

Practicum/Work experience

- Review the school time-table planning and its effectiveness towards attaining academic expectations.
- Organize co-curricular activities.

References:

- UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
- Plato (2009) Reason and persuasion three dialogues (Chapter) in J. Holloo (Ed) memorauson, persuasion in virtue person.
- Goodson I.F. & Marsh, C.J. (2005). Studying school subject a guide Rouldgo.
- Ghosh, S.C. (2009) History of education in India, Rawat Publications.

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Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD202 **ASSESSMENT FOR LEARNING**

Objectives:

- To understand the concept of assessment and teaching.
- To differentiate between assessment, measurement, evaluation and teaching.
- To understand the various issues and concerns related to assessment for learning.
- To understand the assessment process life explores comprehensive and dynamic.
- To understand the role of assessment in enhancing learning.

Unit I :

Assessment and Evaluation

- a. Meaning, scope and characteristics of assessment.
- b. Scales of assessment: Nominal, ordinal, interval and ratio scale.
- c. Relationship between assessment, measurement and evaluation.
- d. Significance of educational assessment at school level.

Unit II :

Designing of Assessment tool

- a. Types of assessment tools.
- b. Criteria of a good assessment tool.
- c. Preparation of objective type items for good assessment, preparation of blue print.

- d. Taxonomy of learning objectives for specifying objectives (cognitive, affective and psychomotor) in behavioral terms.

Unit III :

Assessment of Different Aspects

- a. Assessment of intelligence, verbal and nonverbal test.
- b. Assessment of personality with projective and non-projective techniques.
- c. Assessment of creativity.
- d. Assessment of achievement.

Unit IV :

Test formation

- a. Standardization of a good achievement test.
- b. Characteristic of a good assessment system - Reliability, validity, objectivity, comparability and practicability.
- c. Comparative and critical study of traditional assessment system and grading system.

Unit V :

Statistics

- a. Measures of central tendency.
- b. Standard deviation.
- c. Co-efficient of correlation by product moment method, rank difference method by Karl Pearson.
- d. Standard scores - Z - scores, T scores, stanine scores.

Practicum/Work experience

- Computation of reliability of a test.
- Item analysis of a measuring tool.
- Class room implication of statistical techniques.

References:

- Dr. Asthana Guptas and Asthana Nidith (20 ntb) Research Methodology Agrawal Publications, Jyoti Block, Sanjay Place, Agra.
- Guilfood J.P. (1956) Fundamental of statistics in psychology and education, New York, MC Growfill Book Company.
- Learn J.C. et.at. (1969) Research for tomorrow school, McMillan Company, national academy of education.
- Pandey Ram Shakal (2007) Educational Psychology, Vani Publications Dariyaganj, New Delhi.
- Asthana Bijons : Measurement and Evaluation of Psychology and education.
- Gupta, M.P. & Gupta Mamta: Educational Psychology (2012) M.B.D. Publication Jallandhar.

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SECOND YEAR DETAILED SYLLABUS

PAPER – BD203

CREATING INCLUSIVE SCHOOL

Objectives:

- To understand the need to address the children with diversities.
- To identify the causes for classifying various diversities.
- To describe various concepts of inclusive education.
- To implement suitable curricular programme.
- To apply supportive services to include children with diversities in main stream.

Unit I :

Conceptual formation of inclusive school

- a. Meaning and nature of diversities in the classroom.
- b. Characteristics and causes of diversities.
- c. Issues of children with special needs.

Unit II :

Conceptual framework of children with special needs

- a. Meaning, nature and types of schools for children with diversities.
- b. Difference between special education, integrated education and inclusive education.
- c. Monitoring and controlling diversities in the class room.

Unit III :

Curriculum Design

- a. Curriculum and co-curriculum modification reference to children with special needs (visually, impaired, Hearing impaired, mentally retarded, Locomotors disabled).
- b. Developing learning materials for children with special needs.
- c. Role of teacher in implementing the curriculum in inclusive classroom.

Unit IV :

Supportive services in Inclusive Education

- a. Guidance and counseling services in inclusive education.
- b. Involvement of physician Therapist and psychologist in an inclusive school.
- c. Supportive services of parents, community and special teachers for inclusive children.

Unit V :

New Approaches to streamline diversities in inclusive classroom

- a. Use of multimedia for teaching children in inclusive schools.
- b. Co-operative learning and individualized education programme.
- c. Team teaching and remedial teaching.

Practicum / Work experience

Developing models of inclusive schools.

References :

- R.S. Pandey and Lal Adwani : A book on Exceptional children.
- M.Bhargava : Exceptional children.

- James T. WWebb : A parents guide to gifted children.
- D.P. Hallahan and J.M.: Exceptional children, Kanftman, Introduction to special, Education (8th edition).
- Panda, K.C. (1997), Education exceptional children: An introduction to special education, Vikash Pyblishing House, New Delhi.
- Uday Shankar: Exceptional Children, Sterling Publishers, New Delhi.

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD204 (EPC-3)

YOGA EDUCATION

Objectives:

The course aims at developing a holistic vision of life and one self through yoga adopting a wellness lifestyle and appreciation of values of peace.

UNIT I

- a. Meaning and definition of Yoga and Meditation.
- b. Importance of yoga.
- c. Elements of yoga.

Unit II :

Philosophy of yoga and its relation to individual and social upliftment

- a. Understanding yoga.
- b. Yoga as a way to healthy and integrated living.
- c. Yoga the way of life based on the vision of oneness.

Unit III :

Different Types of Yoga system

- a. Ashtanga yoga of Patanjali (eight limbed practice of yoga).
- b. Integral yoga of Aurobindo and modern school of yoga.

Unit IV :

The Instrumentals of yoga (Sadhana Pod)

- a. The five yams (observances)
- b. The Five Niyams (observances)
- c. Asans - the right postures.
- d. Pranayam - Controlling the breadth.
- e. Pratyahara - Controlling the senses.

Unit V

- a. Dharana (meditation) and its kinds
- b. Samadhi - its various types.

Practicum:

The course will be transacted through organization of five day yoga camp focusing on yoga practices, meditation and reflective sessions on use and applications of yoga in schools and other related contexts.

References:

- Yoga philosophy : Y.N. Das Gupta, Calcutta.
- Yoga and personality : K.S. Joshi Iepdayan Prakashan, Allahabad.
- Kumar Kamtya : Yoga Education : A Text book, Shipra Publication, Delhi.
- Yoga Today : Dr. Yogendra (Editor), Friends of yoga society, Bombay.

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205 **OPTIONAL PAPERS**

This Paper divided into FIVE (05) papers, the candidate can choose only one paper out of them which are given below:-

Optional Paper – BD205 (A):

Value Education

Optional Paper – BD205 (B):

Environmental Education

Optional Paper – BD205 (C):

Gender School & Society

Optional Paper – BD205 (D):

Guidance & Counseling

Optional Paper – BD205 (E):

Health & Physical Education

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205

OPTIONAL PAPER – BD205 (A)

VALUE EDUCATION

Objective

- To scientifically analyse values in Indian culture and tradition.
- To understand the Indian values according to Shradha and logic
- To analyse the ethical, artistic and pleasant values.
- To develop the teaching learning method for adaptation and assimilation in life values.
- To explore the meaning of ethics and value.

Unit-I

Nature and Sources of Values

- (a) Meaning, concept, need and Importance of values and ethics.
- (b) Nature and sources of values.
- (c) Determinants of values-Psychological, social, cultural, Science of living and ecological determinants of values.

Unit-II

Classification of Values

- (a) Values of individual in traditional life style.
- (b) Classification of values-eternal, material, social, environmental, psychological, economical, political, cultural, moral and spiritual

Unit-III

Development of values.

- (a) Development of values-teaching of values as an integral part of education, development of values through science of living, design and develop on instructional material for nurturing values.
- (b) Feeling of fear and trust and their influence in personal and social attitude.
- (c) Value orientation of education.

Unit-IV

Values in religious scriptures.

- (a) Bhagwadgita- Nishkam Karma Swadharma Laksgrahan & stithpragya.
- (b) Bible-concept of truth, composition, forgiveness.
- (c) Dhamnipada- Astongmarg Aryostya & Madhymarg.

Unit-V

Methods & Evaluation of Value Education.

- (a) Traditional Methods-Story telling, Ramleela, Tamasha Street play, folk songs.
- (b) Practical methods-Survey, Role play, Value clarification, mechanical discussion.
- (c) Cause of value crisis -Material, social,, economic, religious evils and their peaceful solutions.

Practicum work experience.

- (a) Analyse morning Assembly programme of school from the point of view of Sarv Dharm prarthna and give suggestion.
- (b) Organize a play or stage show on values.

References-

- गोयन का जयदयाल—महत्वपूर्ण शिक्षा, गीता प्रेस गोरखपुर
- उर्वशी सरती—नैतिक शिक्षा एवं बाल विकास प्रभात प्रकाशन, चावड़ी बाजार दिल्ली।

- Prem Kripal-Value in Education NCERT, New Delhi 1981
- Swami Raghunath Anand- Eternal values for a changing society, BVB Bombay 1971

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205

OPTIONAL PAPER – BD205 (B)

ENVIRONMENTAL EDUCATION

Objectives -

On completion of the course the student teacher will be able to

- Understand the concept, aims and objectives of environmental education.
- Understand possible environmental hazards and their negative effects and method to minimize them.
- Identify various methods and strategies for realizing importance of environment.
- Establish the relationship of man with environment.
- Appreciate the role of various agencies working in the area of environment.

Unit-I

Introduction of Environment as Education.

- (a) Philosophy of environmental education.
- (b) Aims and subjects of environmental education.
- (c) Ecological perspectives and nature of environmental education.

Unit-II

Curriculum of Environmental Education

- (a) Multidisciplinary and inter disciplinary environmental education.
- (b) Methods of teaching-Experiment, project, survey and lecture curriculum demonstration method.

- (c) Role of media-Print, Films, T.V. and Audio-Visual aids, Eco club, exhibition in environmental education.

Unit-III

Ecosystem and Man

- (a) Ecosystem-structure and function.
(b) Food chain, food web and ecological pyramids.
(c) Types of Eco system-forest, grassland, desert and aquatic.
(d) Effects of human activities on eco system.

Unit-IV-

Environmental crisis

- (a) Pollution-causes, effects and remedies of air, water, soil, Noise and Radiation pollution.
(b) Acid rain, green house effect, global warming ozone depletion.
(c) Population explosion and its effect on environment crisis of energy resources and quality of environment.
(d) Disaster-Natural and Man Made, disaster management and its litigation.

Unit-V-

Sustainable Development.

- (a) Need for conservation of Environment.
(b) Sustainable development, role of Education.
(c) Movement to save environment.

Practicum/work experience. Preparation a survey report of any public place, Bus stand, Railway station, hospital etc.

References -

1. हरिश्चन्द्र व्यास (2001) पर्यावरण शिक्षा, नई दिल्ली, विद्या बिहार।
2. सक्सैना हरिमोहन (2003) पर्यावरण अध्ययन, श्री गंगानगर, अग्रवाल साहित्य सदन।
3. सक्सैना ए.बी. (1998) पर्यावरण शिक्षा नई दिल्ली, आर्थ बुक डिपो।
4. NCERT (1981) Environmental Education at school level, New Delhi

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205

OPTIONAL PAPER – BD205 (C)

GENDER, SCHOOL AND SOCIETY

Objectives -

- To understand the different social groups and social communities i.e. family, cast, religion.
- To understand the process of socialization and the role of schools, teachers curriculum for influencing gender equity.
- To understand the challenge and need to help to development abilities to handle the gender and sexual issues.
- To understand the way of open to security life skills course in schools.

Unit-I

Gender, School and society

- (a) Gender disparity in education.
- (b) Gender bias, gender stereotyping and empowerment.
- (c) Gender based education and school.

Unit-II

Gender, power and Education

- (a) Theories on gender and education-socialization theory, structural theory.
- (b) Schooling of girls-Inequalities and resources (issues of access, retention and exclusion).

- (c) Aspects of gender inequality and discrimination-Economic, cultural, political, familial.

Unit-III

Gender issues and paradigm.

- (a) Gender culture and institution - Intersection of class caste, religion and region.
(b) Paradigm shift from women's studies to gender studies.
(c) Contemporary period-Recommendations of policy initiatives, commissions and committees.

Unit-IV

Education and Gender

- (a) Education for development of gender aspiration.
(b) Education for development of responsible citizen.
(c) Education for development of life skill preparation of individual for the 21st century.

Unit-V-

Education and social culture context.

- (a) Education as an instrument of social change.
(b) Socio cultural influences on the aims and organization of education.
(c) Emerging trends in societies and their repercussion on education – Globalization and internationalization of education.

References-

- Anand, C.L. al (2000) Teacher and education in emerging India, NCERT, New Delhi

- Pandey S.S. Shiksha Ke Darshmit Va Samajik शिक्षा को दार्शनिक सामाजिक (PrshthBhoomi), Vinod Pustak Mandir, Agra.
- Rohela, S.P. (2010) Philosophical and sociological foundation of Education, Agarwal Publication, Agra.
- Swaroop Saxena, N.K. (2014) Philosophical and sociological principles of education, R.L. Book Depo. Meerut.
- Teneja, V.R.: Socio philosophical approach of education, Atlantic publication, New Delhi.

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205

OPTIONAL PAPER – BD205 (D)

GUIDANCE AND COUNSELING

Objectives -

- To develop an understanding of the concept of guidance and counseling.
- To develop an understanding of educational, vocational and personal guidance.
- To create an awareness of the working of guidance centers.
- To provide guidance and counseling for school level students.
- To acquaint the students with the testing devices and techniques of guidance.

Unit-I

Guidance- An Introduction

- (i) Guidance Concept and Principles.
- (ii) Meaning, Need & Importance of Educational Guidance
- (iii) Meaning, Need & Importance of Vocational Guidance
- (iv) Meaning, Need & Importance of Personal Guidance
- (v) Group Guidance: Techniques

Unit-II

Counseling-An Introduction

- (i) Concept of Counseling
- (ii) Need of counseling
- (iii) Difference between Guidance and counseling
- (iv) Counseling process
- (v) Counseling approaches-Directive, non-directive and eclectic.

Unit-III

Organization of Guidance Services

- (i) Concept of Organization of guidance services
- (ii) Organization of guidance services at school level
- (iii) Role of teacher in organization of guidance services
- (iv) Problem in setting up guidance services and measures of improvement
- (v) Professional ethics of counselor.

Unit-IV

Techniques of Guidance Services

- (i) Interview
- (ii) Observation
- (iii) Questionnaire
- (iv) Cumulative record
- (v) Rating Scale

Unit-V

Skills in guidance & Counseling

- (i) Skill in counseling (Listening, Questioning Responding, Commutating)
- (ii) Role of teacher as a counselor and professional ethics associated with it.
- (iii) Career counseling and dissemination of occupational information.
- (iv) Planning of guidance in school.

References-

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- Chauhan S.S. (1982) Principles and techniques of guidance, New Delhi Vikas Publishing House.
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- Jones, A.J. (1970) Principal of guidance, Bombay: Tata, New York: Megraw Hill
- Kocher, S.K. (2007) Educational guidance and counseling, New Delhi sterling.
- Miller, Carroll H. (1971) Foundations of guidance New York Harper & Row.
- Oberoi, SC (1993) Educational vocational guidance and counseling Meerut Loyal Book Depot.
- Patterson, C.H. (1968) Counseling and psychotherapy, Harper & Row: 4th Editions
- Seltzer, B and Stone, SC (1968) Fundamentals of counseling Boston Houghton Mifflin Co.

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

PAPER – BD205

OPTIONAL PAPER – BD205 (E)

HEALTH AND PHYSICAL EDUCATION

Objectives –

On completion of the course the student teacher will be able to:-

- Develop physical fitness.
- Understand the rule and regulations of different physical education activities.
- Develop competencies of games and athletic events and other activities.
- Understand their role in conducting matches and annual sports develop leadership qualities.
- Develop and appreciate the values of physical education programme

Unit-I

Physical Education

- (a) Concept of physical education
- (b) Aims and objectives of Physical education
- (c) Scope of physical education.

Unit-II

Health Education

- (a) Meaning and objectives of health education.
- (b) Importance of health education.

- (c) Principles of health education, Balance diet its elements and sources.
- (d) Malnutrition and Adulteration
- (e) School health programme.

Unit-III

Major Games

- (a) History of Games
- (b) Fundamental skills
- (c) Techniques and tactics of Games
- (d) Major championship/Competitions.

Unit-IV

Athletics

- (a) Short distance (sprints) 100m, 200m, 400m,
- (b) Middle distance 850m, 1500m run
- (c) Relay - 4×100m, 4×400m
- (d) Skills Starts (Crouch start, Standing start) Striding, Finishing, Exchange of baton etc.

Unit-V

Yoga

- (a) Meaning and definition of Yoga and Meditation.
- (b) Importance of Yoga
- (c) Types of Pranayam (Practice of selected pranayame)
- (d) Elements of Yoga (Practice of selected asans)

Practicum /Work Experience

- Organize sport, games and Yoga camp.

Reference:

- Method in Physical Education-by M.L. Kanelesh
- Yoga-Vivekanand Kendra Prakathan, Madras
- Foundation of Physical Education, Charles A-Bucher
- Essentials of Physical Education, AJveer Singh
- Physical Education by Khan
- Athletics Rules and regeneration T.S. Brar.

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SECOND YEAR DETAILED SYLLABUS

PRACTICAL WORK – 2

INTERNSHIP - II

Delivery of Lessons

- Minimum number of lessons in each teaching subject to be delivered should be 30 which will include two criticism lessons Total 60 lessons for two teaching subjects.

(A) Main Practical & Viva Voce (External Work)

Duration 16 weeks

- Innovative lessons
- Peer group teaching
- Unit planning
- Class room teaching
- Use of Assessment tools
- Resource planning

(B) Internal Assessment

Activities

- Teaching skills orientation.
- Framing of time table.

- SUPW Camp and community Services-
 - (a) Beautification and sharmdan (श्रमदान)
 - (b) Community Participation
 - (c) Cultural and literary activities and games
- Participation in all activities of school
- Report of any feature of school case study.
- Teaching aids in each teaching subjects.

(C) Sessional Work

- Administration of psychological test.
- Action Research.
- Observation file.
- Craft File
- Making Achievement test.